



**AN ERROR ANALYSIS OF RECOUNT TEXT WRITTEN BY
NATURAL SCIENCE AND SOCIAL SCIENCE STUDENTS**

A THESIS

*Submitted to the Faculty of Tarbiyah Science and Teacher Training of State
Islamic University of North Sumatera (UIN-SU) Medan as a Partial
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2022



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2022



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UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
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Setelah membaca, meneliti, mengoreksi dan memberikan saran-saran perbaikan seperlunya terhadap skripsi saudara:

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Dengan ini kami menilai skripsi tersebut sudah dapat diterima untuk diajukan dalam Sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan prodi Tadris Bahasa Inggris UIN-SU Medan. Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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Medan, 6 Juni 2022

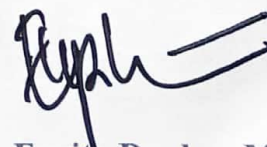
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SCIENCE STUDENTS**

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

Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, 6 Juni 2022

Yang Membuat Pernyataan



Siti Febriyanti
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ABSTRACT

Siti Febriyanti. Registration Number: 0304172074. An Error Analysis of Recount Text Written by Natural Science and Social Science Students. A Thesis, English Education Department, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera, 2022.

The objectives of this research were to describe what the types of errors were found in the recount text; to find out how the errors occurred in the recount text written by students. This research focused on the natural science and social science students's errors at eleventh grade of MAS Tahfizul Qur'an Medan. The method used in this study was descriptive qualitative research. The data of this study were taken from their recount texts in the form of essay test to examine types of students' errors. The researcher also collected data using interviews to find out how the errors occurred. The result of this research indicated that the natural science and social science still made errors in their recount texts. It could be seen that errors which committed by students were omission, addition, misformation and misordering. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual), Lack of students' motivation in writing with proper English grammar (carelessness), and the ways of delivering material from teacher that were not optimal for students (context of learning).

Keyword: *Error Analysis, Writing, and Recount text.*

ACKNOWLEDGMENT



Assalamu'alaikum. Wr. Wb

Alhamdulillah rabbi 'aalamiin, Praise and gratitude the author conveys the presence of Allah SWT who has given the blessing of health, faith, and Islam as well as guidance to the author so that the author can complete the thesis entitled "**An Error Analysis of Recount Text Written by Natural Science And Social Science Students**"

Shalawat and salam, let us give to our Prophet Muhammad SAW, may we all get his intercession. This thesis was written in order to partially fulfill the requirements to obtain a bachelor's degree (S-1) in the Tarbiyah Science and Teacher Training faculty of UIN-North Sumatera.

Due to the lack of knowledge and experience that the author has, there are many obstacles that the author faces in writing this thesis. But thanks to perseverance and patience as well as guidance from many people. It would be pride and honor to express the author's big thanks to:

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Although the framework of this thesis has been well structured, the author still accepts criticism and suggestions from all parties to strengthen it. Finally, I hope that this thesis will be valuable to both readers generally and to me specifically.

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Medan, 6 June 2022

A handwritten signature in black ink, appearing to read 'Siti Febriyanti', with a long horizontal stroke extending to the right.

Siti Febriyanti

NIM: 0304172074

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CHAPTER I

INTRODUCTION

This chapter consists the background of study, identification of problem, formulation of problem, objective of study, and the significance of study.

A. The Background of the Study

According to the 2013 Curriculum (K-13) which has been implemented to all levels from junior high school to university, teaching english as a foreign language (TEFL) in Indonesia is required to concentrate on developing language skills, especially listening, speaking, reading, and writing.¹ The aim of TEFL in Indonesia is that students can be able to develop oral and written communicative competencies to achieve their functional literacy level.

Writing is an activity to express what they perceive as knowledge in their brain and what they listen or see and also the activity of conceptualizing thoughts by producing into phrases, words, sentences, paragraphs, and essays while utilizing standard English grammar. In writing skill, students are required to be able to write in English using appropriate grammar because it is very important component in making written products. Without grammar, the order of the sentences can be random and the meaning will be ambiguous so that it makes the reader confused to read and understand it. Grammar is the study of the rules that govern the use of language, including the whole system and structure of language. Grammar will have an impact on its meaning, if the components of the language are put together

¹ Rahmah Fithriani, 2020. “*Grammatical Errors in Madrasah Aliyah Students’ Narrative Texts: An Error Analysis of the Surface Strategy*”, Jurnal Raden Fatah. Vol. 25, No. 1, p.7.

inappropriately. Therefore, students must have good competence in grammar to make well-structured writing.

Most of Indonesian students' writing skills are far away from learning target because writing is regarded as most complex skill learned by them. They must be able to transmit their understanding of the grammar rules of the target language in writing. Students make errors because of difficulties in applying the rules of English in writing. An error is a noticeable deviation from the adult grammar of a native speaker'. This means that students make errors because they do not have sufficient language skills in the target language.² It is supported by several journals that the researcher has found, one of which was entitled "*An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of SMP Negeri 20 Kota Jambi*" which stated that students have difficulty to apply proper English language when writing.³

The explanation above is also related to the researcher's pre-observation conducted by using unstructured interview with some students of Senior High School. The results stated that they agreed that writing is the most difficult skill. Grammar was the main problem that commonly faced in writing. Eventhough they have learned grammar many years, they still didn't understand how to use the tenses in some genres of text such as recount text and how to express their ideas using English correctly.

² H.Douglas Brown. 2002. *Principles of Language Learning and Teaching*. New York: Longman, p.226.

³ Selvia Lisa Asni, 2018. "*An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of SMP Negeri 20 Kota Jambi*". *International Journal of Language Teaching and Education*. Vol.2, No.2, p.131.

This issue leads the researcher to analyze the grammatical errors in writing recount text made by grade XI natural science and social science students at MAS Tahfizhil Qu'ran Medan in academic year 2021/2022. The researcher conducts an errors analysis on surface strategy taxonomy because it is related to the students' writing ability about grammatical structures. It will get the correction to know their English grammar competence through writing and determine the causes of students' errors. The purpose of this article is to train students to be more careful in writing and not to repeat mistakes. Therefore, researcher is interested in carrying out research with the title. **“An Error Analysis of Recount Text Written by Natural Science and Social Science students”**.

B. The Identification of the Problem

Based on the background, the problem is the grade XI natural science and social science students are difficult in writing recount text, especially in English grammar.

C. The Limitation of the Study

This study is limited to the analysis of errors in the recount text made by grade XI natural and social Science students at MAS Tahfizul Qur'an Medan based on surface strategy taxonomy which consists of omission, addition, misformation, misordering errors.

D. The Formulation of the Study

Based on the background of study are formulated:

- 1) What are the types of errors in the recount text written by grade XI natural science and social science students at MAS Tahfizhil Qur'an Medan?
- 2) How do the errors occur in the recount text written by grade XI natural science and social science students at MAS Tahfizhil Qur'an Medan?

E. The Objective of the Study

Based on research questions, objectives of the study can be formulated as follows:

- 1) To identify what are the types of errors in the recount text written by grade XI natural science and social science students at MAS Tahfizhil Qur'an Medan.
- 2) To find out how do the errors occur in the recount text written by grade XI natural science and social science students at MAS Tahfizhil Qur'an Medan.

F. The Significance of the Study

This research is hoped to be beneficial for some participants as follows:

- 1) For the students, to improve understanding and as a reference to motivate them to be more careful and focus on writing grammatically correct recount text

- 2) For English teachers, as a guide to collect data on students' errors in writing recount text, so that teachers can find the best teaching techniques for those classes.
- 3) For the researcher, this study can help to gain valuable experience in seeking knowledge and provide useful information for the academic world about students' error analysis.
- 4) Future Researcher, they were also want to examine the students' errors in some other schools.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter contains review of the literature review and the conceptual framework of this study.

1. Error Analysis

a. Definition of Error Analysis

Error is a systematic deviation that happens when a student continually makes mistakes because they don't comprehend something.⁴ It indicates that the term "systematic deviation" is a crucial component of this definition and may be understood to signify a deviation that happens regularly. Errors are thought to be systematic, rule-governed occurrences that result from a learner's poor understanding of the target language's rules.

The field of error analysis was founded in 1960 by Stephen Pit Corder and others colleagues. It is the process of identifying the prevalence, characteristics, causes, and effects of ineffective language. According to Keshavarz (2012, p. 168), error analysis is " a process used by researchers or instructors that requires collecting a sample of language learners, recognizing errors, categorizing them according to type and cause, and assessing their significance."⁵ Brown (1980) claims error analysis as the act of identifying, analyzing, and categorizing

⁴ Fawzia Yakub, 2018. "*Morphological Error Analysis of English Written Texts Produced by the tertiary level students of Bangladesh*". Research Journal of English Language and Literature. Vol. 6, No. 4, p.205.

⁵ Mohammad Keshavarz. 2012. *Constrastive analysis and error analysis* (2nd ed). Tehran: Rahamana Press, p.105.

deviations from the guidelines for second language use.

In short, error analysis can be summed up as a tool for collecting, identifying, categorizing, interpreting, and evaluating errors in order to comprehend their nature and causes. This understanding enables error remediation by recommending the programs, appropriate teaching materials, and instructional techniques needed to reduce the number of students' errors.

b. Types of Error

Surface structure taxonomy is one of the four categories of errors listed in Burt , Krashen, and Dulay's theory (1982). In this paper, the researcher will use the surface structure taxonomy as an approach in analyzing learners' errors, as follow:⁶

a. Omission

When any morpheme is absent, the sentence is not well constructed, it is called by omission. These errors are in the form of an incomplete sentence which include the omission of an item or part of speech. If that happens, the utterance becomes strange, and the utterance's expression is unclear. For Example:

False: I bought three new bookØ yesterday.

True : I bought three new books yesterday'

b. Addition

Addition is a kind of error in which an item is present that should not be in appropriate formed. An ineffective sentence that contains word that should not be there will cause confusion and inaccurate meaning. For Example:

⁶ Heidi Dulay et al. 1982. *Language Two*. New York: Oxford University Press, p.150.

False: Please answer **to** my letter soon

True: Please answer \emptyset my letter soon

c. Misformation

A misformation error occurs when the incorrect morpheme or word is used.

The learners provide something that is inappropriate in misformation error. This error will cause a misunderstanding of the meaning conveyed by the author. For

Example:

False: She is not afraid **from** cats

True: She is not afraid **of** cats

d. Misordering

The inappropriate position of morpheme in an utterance is known as misordering errors. The effect of different grammatical rules from the students' first language on the target language causes this inaccuracy.

False: We **last night** went to the cinema

True: We went to the cinema **last night**

c. Causes of Error

The fact that learners do not yet understand a second language is one of the reasons why they make errors. They do not know how to express in a target language, and the way they think may make it difficult for them to do so. The reason why the students make mistakes is because they have trouble accessing their understanding of the target language when they speak. Norrish (1983) in Aunur Rahman Rinata's journal classified causes of error to contribute researcher's

analysis of the students' writing. The three causes of errors consist of:

1) Carelessness

It is typically connected to a lack of motivation. But many people assumed that the lack of interest does not necessarily come from students. Maybe it's because the teacher's materials and presentation style don't suit them

2) First Language Interference

Norrish clarified that "(A mother tongue or firstlanguage's) acquisition was a matter of habit development".⁷ The interference of the mother tongue or first language causes the learners to make mistakes. The way their mother tongue interferes with the learners is called mother tongue interference. It has to do with how people learn languages.

3) Translation

The most common mistake made by students is translation. Learners make mistakes because Idiomatic phrases from the first language are copied word by word into the target language by learners. Beside that, learners are aware that they lack appropriate expressions, they usually write in the linguistic system which they have been familiar.

d. Sources of Errors

A mistake is referred to be a performance failure in the process, even though they already know the system correctly, whereas system deviations from proficient grammar that reflect student's interlingual abilities is called an error.

⁷ Aunur Rahman Rinata, 2018. "*An Analysis of Students' Error in Writing Interpersonal Text in The Eighth Graders of SMPN 2 Lamongan*". RETAIN. Vol 6, No 3, p.211.

a) Inter-lingual Interference

According to Corder, these errors occur when a learner's habits (patterns or systems) impede him from learning the grammar of the target language. Chelli (2013) claims that first-language learners' transmission of language as a result of language transfer. According to Richard, interlingual is the condition in which authors make errors in the second language, as a result of their first language.

b) Intra-lingual Interference

Errors are caused by a variety of factors, including interference with the student's own language. It's possible for students to make errors in the target or second language because they are unfamiliar with it and are having difficulty utilizing it. Brown cited in Tavrida stated that errors typically result from a student's lack of comprehension of English grammar standards.⁸ Therefore, students are required to master grammar, especially tenses to write a text. The improper generalization of rules inside the target language is referred to as intralingual.

c) Context of learning

Context can be defined as the classroom's material, in which misleading explanations given by the teacher, or incorrect presentation in the textbook will cause students to make errors.

d) Communication Strategy

⁸ Tavrida Gayatri, 2021. *Error Analysis of Simple Past Tense in Recount Text Written by Eight Grade Students of SMP Mardisiswa 2 Semarang*. The 1st Undergraduate Conference on Applied Linguistics, Linguistics, and Literature. Vol 1, No. 1, p.201-206.

Communication strategy is concerned with the process of inter-language and intra-language transfer and the learning context in which students convey messages to readers. This source of error comes from students' own learning style. Students convey messages or express their thoughts into the target/new language by using their own strategies. But unfortunately, it can be an error due to non-compliance with English grammar standard.

2. Grammatical Errors

Writing skill is communication activity in the delivery of messages to other people using written language as a tool or medium. A writer needs skills interpret his ideas into a written form which is easy to understand the reader. Choosing the appropriate vocabulary will help the reader in comprehending the text. The ability to compose the language in such a way that the writing is guided and in compliance with all applicable regulations, as well as written material that is concise and coherent. Grammar is a study of structure sentences, particularly with reference to syntax and morphology. In the grammar of a language states the existence of rules regarding patterns a variety of sentences, which support a clear, non-cyclical meaning. It is hoped that anyone with grammar skills would be able to write well. The following are some grammatical errors that are often occurred in writing.⁹

a. Verb

Verb is a word that indicate the activity (action) is carried out by the person's state (state of being). that is the most difficult in part of speech. Its varying

⁹ Niece & Ulin Nuha Masruchin. 2016. *The Great of Grammar and Tenses*. Jakarta: Anugrah, p.1.

arrangements with nouns determine the different kinds of statements, question, command, exclamations sentences. In English, the verb changes according to the change in the tense used.

False : I **go** to Bandung Yesterday

True: I **went** to Bandung yesterday.

b. Adjective

The adjective is a grammatic modifier with the contrast attribute. It is frequently distinct by distinct derivational ends or special adverbial modifiers that come before it. It is most often used before the noun it modifies, but it can also be found in other places. Adjectives indicate the characteristics possessed by the noun that is described. Adjectives is positioned in front of the noun that is described.

False : Joni has **much** English books.

True: Joni has **many** English books

c. Pronoun

Pronoun is used to replace a position objects, people, and or circumstances. Pronoun is a small group of terms that are used often. The word that takes the place of nouns which can only be used for some types of pronouns but not for others.

False : Bima reads **her** new novel every morning.

True: Bima reads **his** new novel every morning.

d. Adverb

An adjective or verb can be described with an adverb. It has long been

customary to include the most amorphous elements among the adverbs, particularly those that cannot be classified into any other part of speech. Adverbs have a wide variety of meanings, from heavy lexical material to words used solely for emphasis. They serve as both a close and a loose modifier of the verb.

False: The boys runs **quick**

True: The boys runs **quickly**

e. Preposition

A preposition is used to indicate the location of a object. The preposition is classified as a part of speech in traditional grammar. Prepositions and conjunctions, on the other hand, are distinct from other parts of speech in that (1) each is made up of a small group of words with no formal characteristic endings; and (2) each indicates syntactic structure that serves as one of the other parts of speech.”

False: He is afraid **to** the dog

True: He is afraid **of** the dog

f. Noun

Noun is a word used to refer to objects, people, places, or ideas, material occurrences, or quality. Nouns are mainly used as subjects and objects in sentences which are usually preceded by an indefinite article or a definite article.

False: You may go **to** your house now.

True: You may go home now.

g. Article

The article modifies a noun such as a object person, place. Basically, article can be said as an adjective because it has the same function, which is to modify a noun. Unlike the adjectives which modify the noun through description, article is used as an element to refer to the noun itself.

False : He found **one** ring in the street.

True: He found **a** ring in the street.

3. Writing

a. Definition of Writing

In the revered Al-Qur'an, writing is an important ability to master. In the Al-Qur'an contains a verse that mentions about writing.

نَّوَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning : “Noon. By the pen, and by what they inscribe” (Al-Qalam: 1)¹⁰

In this verse, Allah swears by the word Qalam which indicates how important to have the ability of writing skill for people's life. Qalam is a inanimate object which means pen, however by using it people can write worthy knowledge which is very useful for us, human beings. and also useful for communicating with each other by expressing their ideas through language on paper.

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: “4. He who taught by the pen. 5. Taught man what he never knew”

¹⁰ Talal Itani. 2018. *Quran English Translation*. Beirut: Clear Quran, p. 219.

(Al-Alaq 4-5).¹¹

Based on those two verses, it is meant that Allah has taught to Rasulullah SAW/the messenger of Allah (human) through the pen. Allah has shared information about what we do not know and all the guidelines that He has established for His servants. All of this information can be stored for a long time through writing. By writing, we can transfer knowledge from one generation to another.

The following is the hadith that shows an explanation of writing:

قَبِّدُوا الْعِلْمَ بِالْكِتَابِ

From ‘Abdullah ibn ‘ Amr and Anas ibn Malik radhiyallahu ‘anhuma, the Prophet sallallahu ‘alaihi wa sallam said: “Bind knowledge with writing” (Ash Shahihah: 2026)¹²

It stated that writing is as medium to connect with knowledge. so that learners will not easily to forget the knowledge they already have. That is the importance of writing in maintaining knowledge. Allah SWT has also taught His servants to write because it is beneficial for them.

قَالَ سَمِعْتُ أَبَا هُرَيْرَةَ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ. تَابَعَهُ مَعْمَرٌ عَنْ هَمَّامٍ عَنِ أَبِي هُرَيْرَةَ.

¹¹ Talal Itani, Ibid., p. 238.

¹² Kunaasyaa. 2012. *Ikatlah Ilmu dengan Tulisan*. Accessed on September 22nd 2021 <https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan.html>.

Narrated by Abu Hurairah radhiallahu ‘anhu, There is none among the companions of the Prophet SAW who has narrated more Hadiths than I except ‘Abdullah bin ‘Amr (bin Al-‘As) who used to write them and I never did the same. (Sahih al-Bukhari, 113)¹³

The conclusion is that writing knowledge is an important part of learning activities. Writing knowledge can help maintain memorization. No wonder if the Companions of the Prophet SAW heard a verse, they immediately took the initiative to write it down on the fronds of dates, pieces of animal skin, stone surfaces or the shoulder blades of camels. The aim is that the hadith that has been written by companion of the prophet SAW will be passed on to all Muslims.

Many different definitions of writing appear to exist, depending on the person, their needs, and their purposes. The researcher provides some definitions of writing. Zinser cited in Ruddell that “To put our thoughts in writing, we must use a machine of some sort, such as a pencil, pen, typewriter, or word processor.”¹⁴ Peter Elbow states that “Writing is the act of deciding meaning and putting it into words”.¹⁵

Writing is a difficult procedure since it is a skill needed to create the symbols /signs needed to communicate our feelings and ideas. In addition, it helps us solve problems by letting us express what we listen, think, see, feel, and experience. Writing is an activity that cannot depend on itself, which means its a metacognitive

¹³ Sahih Bukhari. 2016. *Hadith Collection*. Accessed on 3 June 2021, 00:43 a.m. <https://www.islamicfinder.org/hadith/bukhari/?language=id>.

¹⁴ Martha Rapp Ruddell. 2005. *Teaching Content Reading and Writing*. New Jersey: Willey Jossey-Bass Education, p. 281.

¹⁵ H. Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Addison Wesley Longman, p. 336.

mechanism that requires: affective aesthetics, legibility, and fluency; psychological motivation and preparation in pre-/post-writing; and collecting information on a particular topic and analyzing, organizing, and assessing by paying attention to grammatical rules in the cognitive aspect.

Based on explanation above, writing is an act that involves communicating concepts/ideas/thoughts in written form using signs or symbols. And it involves other aspects of language, namely grammar. Grammar is needed in writing for choice of words, sentence patterns and structures, language styles that are in accordance with the main language so that writing becomes effective.

b. Process of Writing

a. Pre-writing

The prewriting of the writing process is the first stage. Before starting to write, teacher provides us with a specific project or some writing prompts. Firstly, create our own theme. Second, once we've decided on a topic, consider what we're going to write about that topic. The next step is to choose which ideas we want to implement and where we want to implement them. Choose which ideas to write first, which to write next, and which to write in the end.¹⁶

b. Drafting

Draft refers to a piece of writing's first version. The writer must use the ideas he created during pre-writing. Complete our paragraph or essay from beginning to end. Take advantage of our organization's inspiration and records. Here the author

¹⁶ Dorothy.E.Zemach & Lisa.A.Rumisek. 2005. *Academic Writing from paragraph to essay*. England: MacMillan, p. 2.

must focus on expressing ideas and details of supporting ideas. Write down all the important words, without worrying about correctness, spelling, word organization, grammar and so on.

c. Reviewing and revising

Author is required to review the content and structure in previous writing. After that, start by rewriting or building/replacing the appropriate words in the paper. In this step, writing skill is needed to strengthen good and effective writing. it can be checked by our ownself in silently or ask other friends for help in revising our writing so that we can add information and also know where the error is in the writing.

d. Rewriting

This step is a continuation of the third point. In this stage, its only need to rewrite the text that we have revised previously. the writer should enrich vocabularies or clarify something in more detail. and also need to change the structure or organization that is unclear so that our writing becomes more logical.

e. Editing

Perhaps the information isn't presented in a logical order, or the discourse markers are incorrect. The act of modifying and refining the initial draft is known as editing. Editing is an important stage in the preparation of an article for public consumption or publishing. we can go over our text one more time. Check our spelling and punctuation carefully, and consider the words we've selected. Make any necessary adjustments. Check that we've fixed any problems you spotted while editing and made any other adjustments you want during the correcting stage.

f. Final Version

We may either self-publish our book or sell it to a publishing business. During this stage of the writing process, the completed piece is shared with other community. Printing or publishing online with the use of computers are two examples of ways to share.

In summary, It is preferable to study writing by breaking it down because it requires a complicated mix of abilities. A finished piece of writing is the result of a series of actions that must be taken during the writing process. Writing requires several stages which the writer must do. As they write, students must first determine what ideas they want and provide an outline in their text. At the drafting stage they changed the outlines into several paragraphs. Reivising is an activity to make first draft more pertinent and well-structured. After that, edit the writing by paying attention to grammar, spelling, punctuation errors and others. Lastly, Final version is about publishing their work with other people.

c. Text

a. Definition of Text

A text is a functional language element in a given context. Linguistic units can be a word, a phrase, a clause, a sentence, a discourse, a morpheme, or a paragraph or a unit larger than a paragraph, such as an informal essay, survey research paper, formal essay, argumentative research paper, or a book. All the kinds of this unit is a text which is functional in context.¹⁷ A functional text means a text,

¹⁷ Sanggan Siahaan. 2008. *Issues in Linguistics: First Edition*. Yogyakarta: Graha Ilmu, p. 123.

which is meaningful. And a meaningful text means a text, which is full of meanings in a context that includes those, which come before and after the unit in the text and out of the text. The context in the text is called as the linguistic context. Both linguistic and nonlinguistic contexts can be referred to as context. The term "linguistic context" refers to the linguistic unit that comes before and follows a text. Outside of a text is called as non-linguistic context. So, in both linguistic and nonlinguistic contexts, text defines as a coherent linguistic unit.

Both spoken and written can be used in a text. Any meaningful spoken text qualifies as a spoken text which consists of words, phrases, sentences or discourses. A spoken conversation can be either a monolog or a dialog or a conversation which consists of songs, plays, poems or lectures, etc. Any meaningful written text is a written text which consists of directions or notices, advertisements, paragraphs or essays, articles or books etc. Every significant spoken word or written word is referred to as a text.

As shown by the description above, a reading text can be any language unit that has a purpose in context. A typical unit, which is traditionally functional and utilized as a tool for a writer's and his readers' communicative engagement, normally contains several paragraphs. The length, the number of paragraphs, of this text depends on the context in which it is written. It depends on the scope of the topic elaborated in the text. Consequently, it refers to the amount of the major divisions of the topic in which a division can have several paragraphs. Each major division can have some sub-major divisions. In addition to that the length is also determined by the characteristics of the central idea discussed in the text. A central

idea of a text may have divisions of as many as division of the main topic, and each major division can also have as many as sub-divisions of the main topic.

b. Text Structure

Rhetorically a reading text traditionally has a general pattern which is called the structure of the text. The linguistic units of a reading text are paragraphs and each of them contains several sentences. Structurally its general pattern is similar with the general pattern of a reading text, which can be divided into three parts.¹⁸

The first part is the beginning, body and concluding.

a. Basically an introductory paragraph and a common paragraph are the same in their structural aspect, but the first and second part of the introductory paragraph are some general sentences. The number of these paragraphs can be as many as it can go in accordance with the characteristics of the major topic and central idea of text to be elaborated by the writer. Usually the topic sentence is the most general one among them, while the supporting sentences are less general than the topic sentence. this sentence introduces a single topic and a central idea with their major logical divisions. This sentence also signals the pattern of the essay organization.

b. The second part is called the body of the text. It commonly has several paragraphs. The number of these paragraphs can be as many as it can go in accordance with the characteristics of the major topic and central idea of text to be elaborated by the writer. The paragraphs of this part are technically known as the supporting paragraphs. Each of the supporting paragraphs of the reading

¹⁸ Sanggan Siahaan. 2008. *Generic Text Structure*: First Edition. Yogyakarta: Graha Ilmu, p.2.

text is also like a common paragraph. They function to elaborate, or prove, or disprove, or define the topic sentence.

c. The third part is called as the ending of the text. It usually contains only one paragraph. But for some reason like the beginning, It can contain one paragraph or more. And the topic of the paragraph can be a restatement of the results or a statement of the thesis by using similar-sounding synonyms. Another option is to provide a summary of the key ideas covered in each of the supporting sentences.. And some comments from the author about the thesis statement, or describe the logical division in each of the supporting sentences.

What can be concluded about the theoretical concept of a text is that it is a functional linguistic unit in its context which contains several paragraphs which are commonly and structurally divided into an introduction paragraph, several supporting paragraphs and a result/conclusion paragraph. The first part is the beginning, It functions to introduce a main topic and a controlling paragraph. The second part is called the body, which contains several sentences, which are also known as the supporting sentences. They function to elaborate, or prove, or paragraph is usually a concluding sentence, which functions to complete the paragraph. To formulate this sentence can be by restating the topic sentence and using synonyms, or some related words.

d. Genre of Text

A genre of text is a category or form of paper that has a typical style and

audience, and special objective.¹⁹ Genre can be described as a combination of three elements: writing style, audience, and target (goal oriented). Genre has distinct characteristics, as evidenced by its organisation, linguistics characteristics, as well as rhetorical aspects, objectives, etc. Additionally, it contains unique qualities and traits like as goals, textual components/rhetorical structure, grammatical pattern, and language usages. Pardiyono states that genre is a text type provided as an outline of reference so that the text's objectives, element selections, and grammatical arrangements are beneficial.²⁰ Text can be of several types, including narratives, descriptions, explanations, reviews, procedures, report. The researcher used recount genre of text in this study.

e. Recount Text

Text that tells previous events in chronological order with the intention of conveying what has already happened is called by recount text. A writer shares their personal experiences with the reader or tells readers about people's experiences in a recount text. It can be classified into two types, namely as follows:

- a) Personal recount is a text that recounts events that the author experienced firsthand. For example: stories about our travels, events during our vacation, events during our school days.
- b) Factual Recount, which is a text that recounts past events that have been witnessed or experienced by others. For example: accidents, legends and others.

¹⁹ I Wy. Dirgeyasa, 2016. "*Genre-Based Approach: What and How to teach and to learn writing*". Canadian Center of Science and Education. Vol. 9, No. 9, p.47.

²⁰ Pardiyono. 2007. *Pasti Bisa!!! Teaching Genre Based Writing*. Yogyakarta: ANDI, p.70

The Recount Text's Rhetorical Structure of Textual Elements

Rhetorical Structure	Function
1. Orientation (aim)	<ul style="list-style-type: none"> • It includes of a theme about which you should be told. • Contains background information about the events that will be described next to help readers understand. • To attract the reader's enthusiasm and concern. • Make information in the form of who, when, where, why. • It helps to persuade the reader so that he or she may choose to read the all text. • The use of an adjective to describe one's feelings in order to highlight the importance and influence of an event.
2.Important Event or Record of Events	<ul style="list-style-type: none"> • A chronologically arranged series of events that cover the main events experienced by the character. • It also presents the author's comments in some parts.

3.Re-Orientation	<ul style="list-style-type: none"> • It provides evaluative comments or concluding statements about a series of events that have been told before.
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Then, recount text has language characters which consist of:

1. Introducing personal figure. For instance: I, we, and so on
2. Introducing other figure. For instance: they, he, she and so on
3. Using chronological connection. For instance: Then, after that, Next etc
4. Using auxiliary-verb. For instance: was, were, had and so on
5. Using past verb. For instance: cooked, studied, hold and so on
6. Using adverb of time, for instance: before, next day, once day.

The following is an example and structure of recount text :

Orientation <i>(Information on the context of the recount)</i>	I would like to tell you what happened to Ken one day. Ken parked his car and went to get something to eat. When he came back, he was surprised to see that his bag was gone from the trunk, stolen.
Record of Events <i>(Done in temporal sequence)</i>	It was a very terrible day for Ken. He lost everything, his passport, money, and airplane tickets. He felt very sad and decided to do something. Therefore, he went to the American Embassy. Unfortunately, it was closed because it was public holiday. Then, he found a policeman that was very attentive to know what happened to Ken.

	<p>The policeman took him to the police station. He was very nice to help, but he couldn't do much. Ken felt so stupid because he had no money at all. The policeman felt so sorry and loaned him twenty pounds.</p> <p>Ken decided to give his mom and dad a call. Luckily they were home and they promised to send him some money. As Ken needed the money right away for his hotel and to buy some food, he decided to sell his camera. He took it to the shop and got thirty-five pounds for the camera, and he decided to move into Cheaper place and he found a youth hostel for only ten pounds a night.</p>
<p>Re-orientation <i>(Closure)</i></p>	<p>It was both terrible and fun. The next day, the police called and he got everything back, and his parents money arrived. He was really happy to get them all back and promised to himself to be more careful.</p>

Based on the explanation above, recount texts are written to inform readers of an incident that occurred in the past. A person shared their experiences or accidents to others in order to inform them of an important situation. Recount texts often follow an orientation that provides information about the subject to be informed, event records or event sequences that offer information about the event in chronological order, and reorientation to tell about events that have been told or closure.

4. Division of Senior High School

In accordance with Republic of Indonesian government policy No 17 of 2010 concerning the implementation of education, formal education and secondary education (article 79 point 1) namely majors in SMA, MA, religion and other) which facilities the competencies of learning needed by students to continue their higher program education as well as to prepare them for the world of work. The main purpose of those majors namely grouping students according to their skills, abilities, talents and interests. ²¹

a. Natural Science Stream

That word is come from Latin namely Scientia, which means knowledge. Inseparably linked together, science is both a process and a product. "The actions scientists conduct constitute science as a process to carry out investigations in order to find an explanation of natural phenomena". science is quantification meaning natural phenomena can in the form of quantity. Natural Science focuses on Physics, Chemistry, and Biology (related to nature).

b. Social Science Stream

Social science is the name of the subjects in school level or the name of the course at that college synonymous with the term "social studies" in the curriculum schools in other countries. Based on reality and social phenomena, social sciences represent an interdisciplinary approach from the fields of and social sciences include politics, economics, history, geography, and more.

²¹ Kemendikbud. 2013. *Pedoman Peminatan SMA-SMK*. Jakarta Pusat: Badan PSDMP.

B. Related Study

There are some related study that showed the significant effect of an error analysis of recount text as follows:

1. The first related study was conducted by Selvia “An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of SMP Negeri 20 Kota Jambi”. The goal of this research was to detect and categorize the different errors witten by students as they constructed recount texts using the simple past tense, as well as to determine the causes of these errors. The writer concludes from this research that students made various errors. This was caused by the English language system's complexity rather than the impact of intralingual transmission. In addition, the students' lack of grammatical understanding resulted in cause of error.²²
2. The second study was conducted by Fridayanthi “Grammatical Errors Committed by Eight Students in Writing Recount Text”. The purpose of this study is to identify the errors that students frequently made while writing and the sources of errors in recount texts at SMPN 2 Seririt. The author concluded from this study that addition,misformation,omission,and misordering errors were committed by the students. It occurred as a result of intralingual-transfer, interlingual-transfer, and learning context. ²³

²² Selvia Lisa Asni, 2018. “*An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of SMP Negeri 20 Kota Jambi*”. International Journal of Language Teaching and Education. Vol.2, No.2, p.131.

²³ Fridayanthi, 2017. “*Grammatical Errors Committed by Eight Students in Writing Recount Text*”. International Journal of Language and Literature. Vol.1, No.4, p.213.

3. The third study was conducted by Ni Putu Ines Marylena Candra Manik “Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School”. The objective of this research was to determine the most frequent kinds of grammatical problems as well as the most frequent causes of grammatical mistakes in students' recount text. As a method, this employed descriptive qualitative analysis. The 8th graders at SMP Pelangi Dharma Nusantara served as the study's subjects. It was shown that students most frequently made omission grammatical errors, with intralingual transfer being the most frequent cause of errors.²⁴

4. The fourth study was conducted by Nurkholijah “An Analysis of Causes of Students' Problems in Writing Recount Text.” The aim of this study was to figure out what was causing students' difficulties in creating recount texts. Using the descriptive qualitative approach, the researcher employed an interview as instrument. According to the study's findings, There were various issues that made it challenging for students to write recount texts: grammatical weaknesses, lack of knowledge, comprehension, experience, and educational background.²⁵

5. The fifth related study was conducted by Muhammad Amirza “Teaching Recount Text To Senior High School Students Via Fb Group”.²⁶ This research aims to find how how students utilized Facebook to learn English recount texts.

²⁴ Ni Putu Ines Marylena Candra Manik, 2020. “*Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School*”. *Journal of Arts and Humanities*. Vol.24, No.3, p.238.

²⁵ Nurkholijah, 2020. “*An Analysis of Causes of Students' Problems in Writing Recount Text*.” *Journal of English Language Teaching*. Vol 9, No 3, p 470

²⁶ Muhammad Amirza, 2019. “*Teaching Recount Text To Senior High School Students Via Fb Group*”. *English Education Journal*. Vol 10, No 3, p 213.

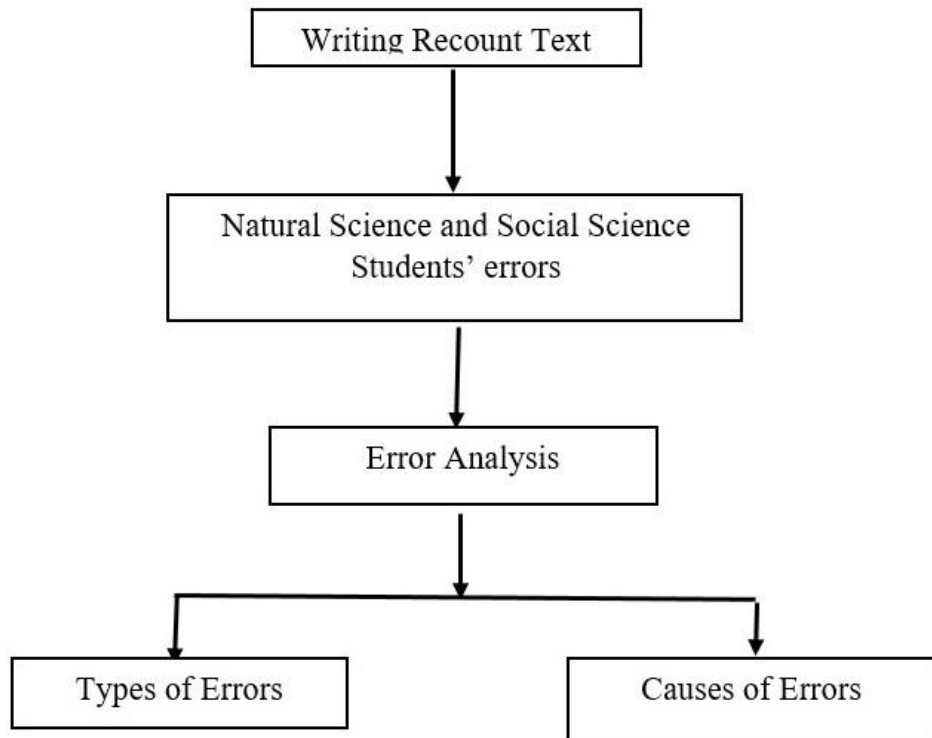
They claimed that the Facebook group had helped them with their writing, particularly with regards to proper language, brainstorming, and the requirement to write in formal English. One of the most challenging skill is writing in English grammar.

6. The last study was conducted by Atikasari Husna “Students’ Difficulties In Writing Recount Text At Inclusion Classes”. The goal of this research was to determine which students had trouble creating recount texts. According to this study, students’ difficulties utilizing the rhetorical structure of recount texts, as well as the content, organization, language, and mechanical aspects.²⁷

These studies are useful as references to support this research. The related journals in this study do not have the exact same content but contribute in presenting information on grammar mistakes committed by students in various regions.

²⁷ Atikasari Husna, 2019. “*Students’ Difficulties In Writing Recount Text At Inclusion Classes*”. *Linguistics Literature and English Teaching Journal*. Vol 9, No 1, p 53.

C. Conceptual Framework



Writing is a tool for expressing thoughts, think about how to express them using a set of words that are arranged quickly and clearly. Students must be able to express ideas and thoughts into a word, word into phrases, phrases into sentences, sentences into paragraphs, and paragraphs into text. The paragraph in the writing must be coherent and clear so that the reader can easily understand it. In developing a paragraph, students must use correct grammar so that the message conveyed can be accepted by the reader. The aim of writing is to express, convey knowledge, persuade readers, and entertainment.

Recount text writing involves a number of tasks for conveying historical occurrences, or stories/experiences through writing. Writing in English is a complex activity where this skill is more difficult to master than other skills. They

think that developing ideas into sentences is difficult because it requires creativity and imagination. Also, another difficult thing is applying English grammar in writing. As a result, many students frequently commit grammatical errors in their writing. They become insecure and ignorant in writing without considering some of the errors caused so that their writing loses its origin meaning and becomes ambiguous.

But errors may be noticed, evaluated, and categorised to provide information from that system that operates within the student, encouraging the establishment of the study of students' errors, which is known as error analysis. In this study, This error analysis focuses on grammatical errors in their writing. It is used to identify types of errors and the causes of errors.

CHAPTER III

THE METHOD OF RESEARCH

In this chapter provides the basic study information about the method of research, including location research, population&sample, time, research design, data collection instrument, research processes, and analysis techniques.

A. Location of The Research

The researcher conducted this research was in MAS Tahfizhil Qur'an Medan at Selamat Ketaren Kec. Percut Sei Tuan Kab. Deli Serdang/ William Iskandar street on 08th September until 14th September 2021. There are some reasons researcher choose this school to carry out research, such as::

1. The problem of study related with this location where the research is to be conducted.
2. The head master of school gave opportunity for us to conduct a research.
3. The researcher was accessible and collected information for research.

B. Population & Sample

Population relates to all group people, events or objects that are the main focus of scientific interest. The population of the research was the grade XI students of MAS Tahfizhil Qur'an Medan on the academic year 2021/2022. Sample is part of the subject in the population studied which can represent the population.²⁸. There are some reasons why researcher need sampling:

²⁸ Sudaryono. 2019. *Metodologi Penelitian: Kuantitatif, Kualitatif dan Mix Method*. Depok: PT Rajagrafindo Persada, p.216.

- The ability of researcher is seen from their time, effort and funds
- It will determine the narrowness of observation area subject, because this involving a lot of data.
- Its easier to distribute research's appendixes.
- If the sample size is more or less, it will cause problems in the research.

So, it should determine the amount of sample by using Ritchie and Lewis's theory which explained that "Qualitative samples are often below 50".²⁹ If the number of samples is larger than 50, the sample will be difficult to manage in terms of the quality of data collection and analysis that can be achieved. The researcher took the sample of 43 students, which consisted of (28 students of XI MIPA and 15 students of XI IPS).

C. Source of the Data

In researching the types of errors, the data of this study was their errors in their recount text. Natural and social science students' recount text was discussed and analyzed by the researcher. And also the researcher collected the data by using interview to identify what the causes of the students' errors.

D. Research Design

In conducting this study, qualitative descriptive research was used by the researcher. According to Khan, who was mentioned by Salehi and Bahrami stated

²⁹ Jane Lewis & Jane Ritchie, 2003. *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, London: SAGE Publications, p.77.

that error analysis uses a qualitative approach because this type of linguistic analysis concentrates on analyzing errors made by students when learning a second language.³⁰ A technique of naturalistic inquiry known as qualitative research aims to get a thorough knowledge of social phenomena in their natural environment. Research that examines the quality of relationships, activities, situations/materials is called qualitative, with a strong emphasis on thorough descriptions in describing details with a situation. Descriptive research is appropriate for this study because it aims to describe the object as it is. According to Polkinghorne, *Descriptive qualitative research is an investigation that aims to explain and defining human experience as it manifests in people's lives. Writer using qualitative technique to collect the data that serves as support for their detailed descriptions.* Based on explanation, this research aims to identify, analyze and describe the existing phenomenon of MAS Tahfizhil Qur'an Medan students' errors and their causes.

E. Instrument of Data Collection

The instrument of data collection is a medium/tool used by researchers in collecting activities to be systematic. The researcher used instrument of data collection as follows:

1. Essay Test; was given to each research subject in written form (on paper).

In this case, the researcher explained test instruction. After that, the researcher conducted a test in the form of writing a recount text in which each class was given 30 minutes . The theme of the recount text was an

³⁰ M. Salehi & A. Bahrami, 2018. *An Error Analysis of Journal Papers Written by Persian Authors*, Cogent ARTS & Humanities. Vol.5, No.15, p.2.

unforgettable experience during the Covid 19 pandemic (love, sadness, family, holiday and so on). The text should be divided into at least three paragraphs, which are orientation, events, and reorientation.

2. Interview is a process of conversation or question and answer between researcher and informants. Technique used in qualitative research was interview that contain some questions in the paper which related by this case. Those questions arise from the context closest to the respondent and asked as much as possible.

F. Research Procedures

The research procedures carried out were divided into 3 stages, namely:

a) Introduction

Researchers surveyed the research location and asked permission from the headmaster to conduct this study. Head master, teachers and researchers discussed the appropriate schedule according to their lesson plan for conducting research.

b) Essay Test

The researcher came to the classroom and greet the students. After that, students would be given an explanation about procedures for doing the test which is carried out for 30 minutes. All the students of each class must be done the test carefully.

c) Analyze

The researcher would collect their recount texts and analyze the errors. This recount text is identified the types of errors made along with the description of each

of these errors.

G. Technique of Analyzing Data

According to Corder who was mentioned in Mungungu, Error Analysis involves some steps to process data, namely as follows:³¹

a) The collection of Errors

After reading their recount texts, researcher tried to collect the errors made by students by circled to make it easier to identify.

b) The Identification of Errors

After collecting the students' data, researcher focused on grammatical errors in the recount text to classify them into four subcategories of surface strategy taxonomy.

c) The description of errors

After identifying the errors, the researcher will analyze and explain their characteristics.

d) The explanation of errors

Fourth step, the researcher will clarify the errors and give reasons why they can be considered as errors.

e) The evaluation of errors

Last step, the researcher will evaluate and provide corrections to each sentence in their recount text. Since the first step in data collection, the researcher draw conclusions not hastily but gradually or by observing the progress of data

³¹ Mungungu, S. S. 2010. *Error analysis: Investigating the writing of ESL Namibian learners. (Unpublished master's thesis)*.University of South Africa, Pretoria, South Africa.p.78

acquisition.

H. The Trustworthiness of the Study

The validity of the data is important to test the data in scientific research to be valid. The data from the interviews and their answers were tested or checked validity of data from qualitative research. Checking the validity of the data consists:³²

1. Credibility

The objective of the data *credibility test* is to evaluate the accuracy of the findings from the qualitative study. Credibility is an observation that comes from participants who state that the research data or transcripts are really from their own experience. There are several activities that can be done to test the credibility of a data such as: (1) extending the research time; (2) increasing persistence means careful and systematic observation; (3) Triangulation which means checking data based on various sources as a comparison in the data, there are triangulation of sources, data collection techniques, and times; (4) Negative case studies, which means researching cases that do not match or differ from the results of the study so that the data is valid; (5) member check, the process of checking data that is reviewed by the participants.

2. Transferability

In qualitative research, transferability defined as the extent to which research findings can be applied in different situation which indicates empirical

³² Sudaryono, Ibid., p.554

events that depend on the similarity of another context. In order to use the transferability test in this study, the researcher will present understandable and systematic summary of the research finding, so it can be applied to participants used in this study.

3. Dependability

Dependability testing is an activity of auditing the entire study process. It is described as study that will present the same results when carried out by others using a comparable research design.

4. Conformability

The term "conformability testing" is often referred to as research objectivity of qualitative. If the results of the research are accepted by the community, research can be considered objective. This means that testing results is related to the research process.

In testing the validity of the data, the researcher concluded that this qualitative study used *credibility* because it requires in-depth interviews to participants.

CHAPTER IV

ANALYSIS AND FINDINGS

This chapter consists the result of the research and the explanation to answer the statements of the problem.

A. Data Analysis

The data of this research was the students' recount text writing that was produced by grade XI students at MAS Tahfidzil Qur'an Medan. The researcher collected the students' papers their writing the recount text. Then, those papers would be identified whether it contained error or not. In identifying, the researcher tried to find errors by circled to make it easier.

Errors found in the students' writing were very huge and complicated. It consists of main types of errors namely: Omission error, Addition error, Misordering error and Misformation error. The researcher would like to present the data description of each type of error in detail.

1. The Types of Students' Errors

Next step, the researcher would try to describe, explain and evaluate the errors into some kind of types based on their writing recount text. The results are shown in the table below.:

a) Omission

Omission is the type of error the students made when they formed an utterance but missed an item which should have appeared. Mostly, they made some errors in omitting auxiliary verb (*was, were*) in the sentence. And the others such as past marker *-ed*, regular and irregular verbs, plural marker *-s*,

preposition, conjunction and pronoun.

Table 4.1 The Data of Omission Errors

Initial Name	Error Identification	Error Correction	Error Explanation
AN	We ___ swimming with many fish	We were swimming with many fish	it refers to an action that had occurred in the past, so it should put auxiliary verb: <i>were</i> .
KH	In the evening, ___ went to Tokyo Disney land.	In the evening, we went to Tokyo Disney land.	It refers the incorrect grammatical sentence, so it should put pronoun: <i>we</i> .
NAB	Fried chicken and guava juice ___ so yummy	Fried chicken and guava juice were so yummy	It refers the plural subject in sentence, so it should put to be: <i>were</i> .
AF	Next day, we ___ back to Indonesia.	Next day, we went back to Indonesia.	It refers the incorrect grammatical sentence, so it should put past verb: <i>went</i> .
LM	I and my family went to the hospital ___ brought my grandma for check up.	I and my family went to the hospital and brought my grandma for check up.	It refers some sentences, so it should put connection: <i>and</i> .
ALM	There was very funny because ___ met with family	There was very funny because I met with family	It refers the incorrect grammatical sentence, so it should put pronoun: <i>I</i> .
FAR	I was so happy because I got my favorite ___ in that	I was so happy because I got my favorite one in	It refers the singular noun in sentences, so it should put: <i>one</i> .

	area.	that area.	
AH	Government ___ to open boarding school	Government decided to open boarding school	It refers the incorrect grammatical sentence, so it should put past regular verb: <i>decided</i> .
MAH	We were very happy ___ my holiday	We were very happy on my holiday	It refers the specific time in sentence, so it should put preposition: <i>on</i> .
SNA	We were playing ___ water park	We were playing in the water park	It refers the spesific place in sentence, so it should put preposition: <i>in the</i> .
BN	Many histories about gurindam 1-12 and history ___ raya mosque.	Many history about gurindam 1-12 and history of raya mosque.	It refers the incorrect grammatical sentence, so it should put preposition: <i>of</i> .
SS	Long time ___, my family and I went to Yogyakarta.	Long time ago , my family and I went to Yogyakarta.	It refers the incorrect adverb of time in sentence, so it should put: <i>ago</i> .
KO	We can ___ a trip to the zoo,	We can make a trip to the zoo,	It refers the incorrect grammatical sentence, so it should put irregular verb: <i>make</i> .
NT	I saw bogor ___ cool, fresh and green.	I saw bogor is cool, fresh and green.	It refers the condition of the place in sentence, so it should put to be: <i>is</i> .
PW	We can ___ together with my big family	We can be together with my big family	It refers the incorrect grammatical sentence, so it should put irregular verb: <i>be</i> .

NN	I looked many people in __ area.	I looked many people in that area.	It refers the spesific place in sentence, so it should put: <i>that</i> .
NT	At the time, Virus __ not yet entered in Indonesia	At the time, Virus had not yet entered in Indonesia	it refers to an action that had occurred in the past, so it should put auxiliary verb: <i>had</i> .
RS	We bought some souvenir_ for our neighbour	We bought some souvenirs for our neighbour	It refers the plural noun in sentence, so it should put marker: <i>souvenir-s</i> .
AM	After praying, we continue_ our game	After praying, we continued our game	it refers to an action that had occurred in the past, so should put marker: <i>continued</i> .
FAH	We stay_ night at hotel	We stayed night at hotel	it refers to an action that had occurred in the past, so should put marker: <i>stay-ed</i>
PN	Tomorrow, we were go_ to souvenir shop	Tomorrow, we were re going to souvenir shop	It refers to an action in the past future tense, so should put marker: <i>go-ing</i> .
SQ	After that, we called the boat rent_.	After that, we called the boat rental .	It refers the incomplete noun in sentence, so it should put: <i>rental</i> .
SRH	Then under the moon__ we drunk.....	Then under the moonlight we drunk.....	It refers the incomplete noun in sentence, so it should put: <i>moonlight</i> .

b) Addition

Addition is a kind of error where an item should not be present in a well-formed utterance. They made some errors in addition of *to* in the sentence. And the others such as auxiliary verb, regular/irregular verb, plural marker, preposition. These types considered as double marking addition.

Table 4.2 The Data of Addition Errors

Initial Name	Error Identification	Error Correction	Error Explanation
AF	Few hours later, We went to go home	Few hours later, We went \emptyset home	It refers the incorrect past tense sentence, so it should be omitted verb: <i>go</i> .
MNA	We were visited playground which named bianglala.	We \emptyset visited playground which named bianglala.	It refers the incorrect past tense sentence, so it should be omitted auxiliary verb: <i>were</i> .
EN	After we to came to Lake Toba....	After we \emptyset came to Lake Toba.....	It refers the incorrect grammatical sentence, so it should be omitted preposition: <i>to</i> .
FA	It was the playground made me nervous....	\emptyset the playground made me nervous....	It refers the incorrect grammatical sentence, so it should be omitted subject: <i>it</i> .
DK	And we can saw in there Cinderella castle...	And we can saw \emptyset Cinderella castle...	It already refers the spesific place in sentence, so it should be omitted object: <i>in there</i> .
NDS	And at the night,	And at \emptyset night, we	It refers the incorrect adverb of

	we went from out home for...	went from out home for...	time in sentence, so it should be omitted: <i>the</i> .
NN	The night was so fun and so sad because...	The night was so fun and \emptyset sad because...	It doesn't refer the effective sentence, so it should be omitted: <i>so</i> .
SAI	We prayed in raya mosque to make of yolk	We prayed in raya mosque to make \emptyset yolk	It refers the incorrect grammatical sentence, so it should put preposition: <i>of</i> .
SAZ	Several some years ago, I and family want to.....	Several \emptyset years ago, I and family want to.....	It refers the incorrect adverb of time in sentence, so it should be omitted: <i>some</i> .
DK	In mosque, we prayed zuhur in there.	\emptyset , we prayed zuhur in there.	It already refers the spesific place in sentence, so it should be omitted subject: <i>in mosque</i> .
NK	Third day, we wanted to tahu sumedang...	Third day, we wanted \emptyset tahu sumedang...	It doesn't refer the infinitive verb in sentence, so it should be omitted: <i>to</i> .
RZ	I'm live in Jakarta	I \emptyset live in Jakarta	It refers the incorrect grammatical sentence, so it should be omitted auxiliary verb: <i>am</i> .
DH	We climbed on to banana boat...	We climbed on \emptyset banana boat...	It doesn't refer the infinitive verb in sentence, so it should be omitted: <i>to</i> .
FAH	We listened the news about the covid 19 virus was came in the Jakarta.	We listened the news about the covid 19 virus was \emptyset in the Jakarta.	It refers the incorrect past tense sentence, so it should be omitted irregular verb: <i>came</i> .

JR	My mother was surprised because we have many fishs	My mother was surprised because we have many fishØ .	It refers the incorrect plural noun in sentence, so it should be omitted marker: -s.
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c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. They made some errors in using auxiliary verb (was/were) inappropriately. And the others such as regular verb, irregular verb, infinitive verb, preposition, conjunction, adverb and spelling of word.

Table 4.3 The Data of Misformation Errors

Initial Name	Error Identification	Error Correction	Error Explanation
AN	I have some plans to go to the beach	I had some plans to go to the beach	it refers to an action that had occurred in the past, so it should be used past auxiliary verb: <i>had</i> .
AA	We went by Medan on December 31th...	We went from Medan on December 31th...	It refers the incorrect preposition in sentence, so it should be written: <i>from</i> .
IK	We have took a picture.....	We have taken a picture...	it refers to an action that had occurred in the past, so it should be used past irregular verb: <i>taken</i> .
SRH	There are many strangers that traveling in	There were many strangers that traveling in there.	it refers to an action that had occurred in the past, so it should be used past auxiliary

	there.		verb: <i>were</i> .
KMR	I'm so excited	I <i>was</i> so excited	it refers to an action that had occurred in the past, so it should be used past auxiliary verb: <i>was</i> .
NT	After that, we go to home	After that, we <i>went back</i> home.	it refers to an action that had occurred in the past, so it should be used irregular verb: <i>went</i> .
AM	We will cut off back to home	We <i>would</i> cut off back to home	it refers to an action that had occurred in the past, so it should be used auxiliary verb: <i>would</i> .
KMR	My family and I ate to restaurant	My family and I ate <i>in</i> the restaurant	It refers the incorrect preposition in sentence, so it should be written: <i>in</i> .
NK	At afternoon, we went to beach	<i>In the</i> afternoon, we went to beach	It refers the incorrect adverb of time in sentence, so it should be written: <i>in the</i> .
AF	We went to... for looked a view	We went to... <i>to look</i> a view	It refers the infinitive verb in sentence, so it should be written: <i>to look</i> .
IK	The school renormalize although its still in covid 19	The school renormalize <i>despite</i> its still in covid 19	It refers the incorrect conjunction in sentence, so it should be written: <i>despite</i> .
WN	Up to now , other school is still closed....	<i>Until now</i> , other school is still closed....	It describes negative statement in situation that has existed up to the present time. So it should be written adverb: <i>until now</i> .

RZ	They ate many again....	They ate too much again....	It refers the uncountable noun in sentence, so it should be written: <i>much</i> .
NDS	My cousin and I swam and snorkling in there	My cousin and I swam and snorkeled in there	it refers to an action that had occurred in the past, so it should be used regular verb: <i>snorkeled</i> .
SA	After that, my friend story the information..	After that, my friend told the information...	It refers the illogical meaning in sentence, so it should be written irregular verb: <i>told</i> .
FAH	We till at 12.40 pm	We arrived at 12.40 pm.	It refers the incorrect grammatical sentence, so it should be written regular verb: <i>arrived</i> .
FA	After day, we went to swimming pool	Next day, we went to swimming pool	It refers the incorrect adverb in sentence, so it should be written: <i>Next</i> .

d) Misordering

Misordering errors is the incorrect placement of morpheme or word. They made some errors in putting word order inappropriately. And the others such as adjective phrase, noun phrase, possessive noun, adverb.

Table 4.4 The Data of Misordering Errors

Initial Name	Error Identification	Error Correction	Error Explanation
MRA	We went to the <i>airport perdana halim kusuma</i> to	We went to the Perdana halim kusuma airport to	It refers the incorrect placement of proper noun in sentence, so it should be:

	return...	return...	<i>Perdana halim kusuma airport.</i>
SQ	We <i>so</i> had fun	We had so fun	It refers the incorrect grammatical sentence, so must comes after to be: <i>had so</i>
SNA	My father was <i>driver car</i> on a journey.	My father was car driver on a journey.	It refers the incorrect placement of noun phrase in sentence, so it should be: “ <i>Car driver</i> ”.
MK	We visited to <i>house cousin</i>	We visited to cousin’s house	It refers the incorrect placement of possessive noun in sentence, so it should be: “ <i>cousin’s house</i> ”.
RK	The weather was hot but windy <i>always</i> .	The weather was hot but always windy.	It refers the incorrect grammatical sentence, “always” must comes after to be.
RS	My family and I went to the mall in kuala lumpur <i>and twins tower</i> .	My family and I went to the mall and twins tower in kuala lumpur.	It refers the incorrect grammatical sentence, “and twins tower” must comes after another noun.
DH	<i>Day second</i> , we bought souvenir and after...	Second day , we bought souvenir and after...	It refers the incorrect placement of adverb of time in sentence, so it should be: <i>second day</i> .

2. Causes of Errors Occured

In order to correct the students' errors of recount text, the researcher would want to examine their errors. Then, the researcher interviewed some students to identify the causes of errors. The result can be seen below:

1. Intralingual Interference

Intralingual interference is the major source causing errors, because most students still don't understand grammar which must be used in writing recount text. When students acquired a new rule of a language, they must save the data on their mind. However, if they failed applying the rule due to their lack in target language, an error will occur. It is evident from the transcript interview with students.:

First student stated that grammar is hard to be understood:

“saya masih bingung karena kurangnya pemahaman dalam menerapkan tenses bahasa inggris.”

(“I’m still confused due to lack of understanding in applying tenses of English grammar.”)

Also the third student said that:

“Kurangnya pemahaman grammar dan juga kosakata bahasa inggris”

(“Lack of understanding grammar and English vocabularies”.)

Based on students’ statement, intralingual interference occurred because students didn’t master second language that has been learned.

2. Interlingual Interference

Another cause of error is interlingual. Errors occur when the learner's habits (patterns, systems, or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. It is evident from the transcript interview with students.:

Fourth student said that:

“Ya, ketika saya menyusun kalimat, saya sering berpedoman dalam pengaturan pola kalimat Indonesia..”

(“yes, when I arrange the sentences, I often refer to the arrangement of Indonesian pattern.”)

Sixth student said that:

“Ya saya masih terpengaruh bahasa indonesia karena saya ingin memastikan artinya benar.”

(“Yes, I am still influenced by Indonesian because I want to make sure the meaning was correct.”)

It can be concluded that MAS Tahfidzul Qur’an students made errors because its influenced by their learner's first language.

3. Context of Learning

Context of Learning is the source of errors caused by the learners’ misinterpretation of the teacher’s explanation and textbook or an inappropriate pattern contextualization. It can be seen below:

Seventh student said that:

“Aku belum mengerti ketika guru menjelaskan tentang tata bahasa inggris, sehingga aku masih bingung untuk menyusun kalimat bahasa inggris dalam teks.”

(“I didn’t understand when the teacher explained about English grammar so I was still confused about compiling sentences in the text.”)

Also Eighth student said that:

“Saya tidak mengerti ketika guru menjelaskan pelajaran itu karena materinya membingungkan..”

(“I didn’t understand when the teacher explained the lesson because its material did not structured well.”)

Based on the interview above, students stated that their teacher had presented the topic but the teachers’ delivering style was too plain and bored so that they didn’t understand it.

4. Carelessness

The last, carelessness was caused by motivation of students so that they made errors in writing. In this case, the students were not aware of rechecking their task. It can be seen in below:

Ninth student said that:

“Saya tidak mengecek kembali karena saya merasa malas melakukannya”.

(“I didn’t check again because I felt lazy to do it.”)

Also tenth student said that:

“Saya tidak mengecek tulisan karena saya merasa itu sudah benar.”

(“I didn’t check my writing because I feel it was correct”.)

Based on statements above, they were hurry in accomplishing their writing. They also didn’t have rechecked again their writing, so it caused errors. The main factor of carelessness is lack of students’ motivation in writing with proper English grammar.

B. Discussion

This research was conducted from 8th to 14th September 2021 using descriptive qualitative techniques. Researchers collected 43 recount text papers by reading them repeatedly. The data collected were students' errors in writing their recount text. The errors classified based on surface strategy taxonomy which is the theory of Krashen, Dulay, Burt, and (1982).

Based on the results of data analysis, it is concluded that the grade XI natural science and social science students of MAS Tahfidzul Qu’ran Medan in the Academic Year 2021/2022 made some errors in writing the recount text. Based on data, there were four main types of error that occurred in their recount text namely Misformation errors, Addition errors, , Omission errors, and Misordering errors.

In addition to the types of errors, the researcher also identified the causes of students’ errors that occurred when writing a recount text. The findings were carried out through interviews with students regarding related these problems. It was

concluded that students tend to make errors because of intra-lingual interference, inter-lingual interference, context of learning and carelessness.

The learner must follow the proper English rules in order to produce writing. They must adhere to all written guidelines in order to become accustomed to using correct English language. Errors will cause writing to be ineffective and the message is not conveyed properly by the reader. So, thoroughness and understanding of grammatical writing is needed to produce well-structured writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter presents the conclusions and suggestions which related to analysis and finding chapter.

A. Conclusions

1. The researcher concluded that the grade XI natural science and social science students of MAS Tahfidzul Qu'ran Medan 2021/2022 still made a lot of errors on grammatical of writing skill in their recount text. There were some types of errors based on Surface strategy taxonomy namely Omission (Omission of; regular verbs, irregular verbs, regular past marker: -ed, auxiliary *was/were*, preposition, conjunction and pronoun), Addition (Addition of; infinitive *to*, verbs, plural marker, preposition), Misformation (Misformation of; regular verb, irregular verb, infinitive verb, preposition, conjunction, adverb and spelling of word), and Misordering (Misordering of; adjective-phrase order, noun-phrase order, possessive-noun order, adverb order).
2. The causes of errors that occurred in the recount text written by grade XI natural science and social science students were inter lingual-interference, intra lingual-interference, context of learning and carelessness.

B. Suggestion

Based on the results, the researcher want to provide some suggestions for students in improving their grammar-structure abilities and future English teacher in teaching learning activities.

1. Students

In the teaching-learning activities, students must pay attention and be motivated by the teacher's explanations. They should utilize the time as much as possible to develop their knowledge about grammar skill in English and do all practices to get better in writing a text.

2. Teachers

Teacher should choose and apply the appropriate teaching method, so that the teaching-learning activities will become fun and not bored. They have to be more communicative and interactive to students such as giving feedback, so the students will be easy to understand.

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APPENDICES

APPENDIX I RESEARCH TEST

ESSAY TEST

Name :

Class :

Write down your title of the text which the topic is your unforgettable experience during covid 19 pandemic

The Guidelines of Interviews for Students

No	Questions	Answers
1.	Apa saja yang kamu ketahui tentang recount text? Jelaskan secara singkat.	
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	

APPENDIX II : STUDENTS' TEST SHEETS

Name : PN

Class : XI MIPA

My Holiday

One day, me and my family's went to lake Toba, in there so wade, after we to come to lake Toba, we rest in M villa, after we rest, we went to supermarket to buy a kitchen utensils, than we back to my villa, my mather cooking a chicken, fish, vegetable, and pudding, in the afternoon we went to lake Toba, in there so cool and fresh, we so happy, we saw many fish in lake. We swimming with many fish, it's so funny :D, sometime I'm feel itchy, OMG! my brother's forget ^{bring} his shirt, my brother's very panic, i'm so laugh look my brother's, it's so funny, and then we're back to my villa, and my brother's back with wet shirt, his so feel cool, and then my mother cooking to dinner, we're so tired but happy, and tomorrow we're go to sovenir shop, we're buy sovenir to friend, grand mather, grand father, cousin, and then we back to villa and prepared we things to back my house, we're so happy and little tired, it's so holiday can't to forget. :)

Thank

Name : SRH

Class : XI MIPA

My Trip in Bali

Two years ago, my family and I went to Denpasar in Bali.

At 06.00 pm, we went to Kuala Namu International Airport. After that, we must immigration. Because we transited in Malaysia. After reaching at Malaysia, we were waiting the airplane about 3 hours. After that, we took off to Denpasar. After 3 hours we arrived at Denpasar and then we went to hotel near Kuta Beach.

Tomorrow, we went to Garuda Wisnu Kencana, Pandawa Beach. In Pandawa Beach there are many strangers that travelling in there. The scenery is very wonderful. So, we took photos. After that, we went to Garuda Wisnu Kencana. There is a big statue. The scenery is wonderful too.

The third tour we went to Transstudio Bali. There are many games from the ordinary to extraordinary. In there every 1 hour there is a show. I'm so excited. At 01.00 am, we got lunch. After getting lunch, we prayed at mushollah in there. After praying we continue our game. At 06.00 am we went back to hotel.

The fourth tour, we went to Nusa dua to play a big swing. And the fifth tour, we went to Krisna shop to buy the souvenirs. And after that, we went to Denpasar Airport and transited at Malaysia to Kuala Namu Airport. I love this trip very much. And I love my parents because they brought me, my sister, my young sister and my young brother to Bali.

Name : RS

Class : XI MIPA

Visiting Malaysia

On Sunday, my family and I went to Penang in Malaysia. The country very beautiful and clean. In there, I and my family went to hospital bring my grandma to check up. After that, we visited our family's house in Kuala Lumpur. In there very funny because met with family.

Next day, I and family went to mall in Kuala Lumpur and twins tower. In there situation very beautiful and noisy. My family took selfie with me in the twins tower. And at the night we went from our home for hunting some food in Kuala Lumpur. And we bought some souvenir for our neighbour in Indonesia. The night was so fun and so sad because the next day we back to Indonesia.

Name : EN

Class : XI MIPA

berlangsung

A trip to Japan

On semester holiday, my family, and my friends went to Japan to see Tokyo sky tower. The tower was tallest in Japan. The tower about with 600 M heights. When looked the tower my friends was very surprise. Then, we took a pictures with tower.

In the afternoon we went to restaurant. We ate Monjayaki. Monjayaki is tradisional food Japan. My friend said "How do we eat?". How to cook Monjayaki use a tradisional Japanese cooking "Teppan Yaki". Monjayaki cooks in stone fire manner. It was very delicious.

In the evening went to Tokyo Disney Land. In there we saw any cute dolls. And we can saw in there Cinderella castle. It was very beautiful. And we meet alot of princes. I was very exiting. In there we had a good time.

A trip to Japan gave me a beautiful memories.

Name : PW

Class : XI MIPA

Me and my family's holiday

One day, me and my family went to Jakarta, while we arrived in the airport, and then we went to hotel. at the night we went to monas for a dinner in there, second day, we went to beach ancil for have a fun. in there we have took a picture for memorise at the same time we played sand and looked for a view third day, we went to TMT (Taman mini indonesia medan) to be a reminder places stories in Jakarta, at afternoon we back to hotel for took a rest ~~day~~ fourth and fifth we in hotel cause my father have a something that I have to do. and the sixth day we went to mall for bought some souvenirs for my family in the medan. at afternoon we went to airport Soekarno Hatta for go back to our city, arrived in Kuala Lumpur, we straight went back to home for rest cause me and my family so tired and the last we sleeping in room and finished.

Name : MK

Class : XI IPS/IIS

berlangsung

Visiting zakat Beach

On school holiday, my family and I visited zakat beach at Bengkulu, we use a car and it took thirty minutes to get there. After we get there ~~we went~~ we went to hotel the name is hotel horizon and pick one room. Afternoon we swam in beach. The beach is beautiful, its very fun swim there and we playing there and we playing banana boat on there I almost throwing from banana boat I'm so scary at that time lucky the guide is professional so I after we playing banana boat we take foto with banana boat's guide for documentation of intristing experience. At night we so tired we bought some coconut then under the moon we drink fresh coconut it so delicious. Its a fun experience with my friend. We are enjoyed. Tomorrow, we go to ~~pendek~~ pencendent mall and shopping in there. I buy some clothes and buy sneaker, after from mall, we went to restaurant for lunch. I order fried rice and orange juice so yummy. after that we go to home -

Name : SQ

Class : XI IPS/IIS

berlangsung

^{fishing on belawan sea}
in school holiday, I and my father and his friends went to belawan for fishing. It takes 1 (hours) from medan - belawan with car. after we arrive we bought some (Stimps) for fish bait.

after that we call the boat (rent) we rent a nice boat and the driver is so nice, he taking us to very good fishing spot. I love the sea wind, its feel soo fresh and so good, my father and his friends caught many fish, and I just caught 2 fish. my luck is very bad.

in afternoon we ate lunch, we bought some food before we arrived and portable stove, we cooked some fish that we had catch and it feels nice. ^{ate} on the sea is so good.

after we ate we fishing again, and this time I got many fish.

we fishing until sky has been dark we had many fish, we back to home because the sky has been dark. after we returned home my mother so surprised because we have many fish.

^{was} I so happy and enjoy full at my day and I feel so tired and I went to my room and just go to sleep.

Name : NN

Class : XI IPS/IIS

My holiday to Sabang

Two months ago, me and my family, went to Sabang, Aceh, Indonesia. We spent the night in the house in the country and we played ground the each of beach in that island. There is beautiful scenery. There so many tourists came to there. Every evening, we saw the sunset on the top. After five ~~to~~ day's, we back to Banda Aceh for continue holiday. We went to lampuk beach, masjid raya baihurrahman, museum tsunami and to ~~place~~ older places. After two days in Banda Aceh, we prepare to back to home in Medan with through the way for ten hour's maybe. In the Medan, we refreshing because we tired with holiday 's that. Then, my mother cooking for dinner with big family. And the last

Name : NAB

Class : XI IPS/IIS

Three months ago, my family went to Parapat to holiday. We went to Parapat with ~~so~~ other family too. for the first, we went to Sidiklong, to visited my ~~of~~ uncle and his family before we went to Parapat. After that we went to Parapat and swam to the edge of beach. after finish swim, we went to ~~see~~ search some food to lunch. Then, we went to other place.

Second day, we went to Rahmat Zoo. Wea went to ~~see~~ ^{look at} many ^{frozen} ~~peo~~ animal. Like frozen tiger, frozen birds ~~any~~ etc. My brother got to took some picture of the animals. my Parents went to buy some snacks. I bought some souvenirs for house decoration. few hours later, we went to ^{go} home.

Before, we arrived at home, we went to Restaurant to book the dinner. And bought for our family and my friends. Arrived at home, I tell my a funny story to my ~~friend~~ family about my family trip. And gave my souvenirs to my friends and my other family. I hope I can go to some places in the future again.

Name : NK

Class : XI IPS/IIS

Holiday to Padang (West Sumatera)

a year ago, I and my family went to Padang for holiday. We got many experiences by holiday to there.

First, we went to Carok beach, there are many scenery beauty scenery that we could see. So I ran to the beach for swim, because I was very spirit for it. After that, we got hungry, so we took a little bit rest after swim. My father didn't swim, 'cause he didn't like and wanna keep us by looking for us. Then, my mother ordered us some food by ask what we wish. My choice is chicken roasted and avocado juice. After eat, we planned to go to shop, for buy some gift for my big family, we went to shop and buy what we want. Example for some snacks at Padang that exclusive at Padang, and I bought many snacks, my father laughed 'cause I look me very excited for buy many food, when we returned home, we were happy and couldn't forget it for a long time next.

APPENDIX III : DESCRIPTION OF ESSAY TEST

Data Description

Omission

IN.	Sentence	Re-construction
AN	We ___ swimming with many fish	We were swimming with many fish
KH	In the evening, ___ went to Tokyo Disney land.	In the evening, we went to Tokyo Disney land.
NAB	Fried chicken and guava juice ___ so yummy	Fried chicken and guava juice were so yummy
AF	Next day, we ___ back to Indonesia.	Next day, we went back to Indonesia.
LM	I and my family went to the hospital ___ bring my grandma for check up.	I and my family went to the hospital to bring my grandma for check up.
ALM	There was very funny because ___ met with family	There was very funny because I met with family
FAR	She was so sad because I got my favorite ___ in that area.	She was so sad because I got my favorite one in that area.
AH	Government ___ to open boarding school	Government decided to open boarding school
MAH	We were very happy ___ my holiday	We were very happy on my holiday
SNA	We were playing ___ water park	We were playing in the water park
BN	Many histories about gurindam 1-12 and history ___ raya mosque.	Many history about gurindam 1-12 and history of raya mosque.
SS	Long time ___, my family and I	Long time ago , my family and I went to

	went to Yogyakarta.	Yogyakarta.
KO	We can __ a trip to the zoo,	We can make a trip to the zoo,
NT	I saw bogor __ cool, fresh and green.	I saw bogor is cool, fresh and green.
PW	We can __ together with my big family	We can be together with my big family
NN	I looked many people in __ area.	I looked many people in that area.
NT	At the time, Virus __ not yet entered in Indonesia	At the time, Virus had not yet entered in Indonesia
RS	We bought some souvenir_ for our neighbour	We bought some souvenirs for our neighbour
AM	After praying, we continue_ our game	After praying, we continued our game
FAH	We stay_ night at hotel	We stayed night at hotel
PN	Tomorrow, we were go_ to souvenir shop	Tomorrow, we were re going to souvenir shop
SQ	After that, we called the boat rent_.	After that, we called the boat rental .
SRH	Then under the moon__ we drunk.....	Then under the moonlight we drunk.....

Data Description

Addition

IN.	Sentence	Re-construction
AF	Few hours later, We went to go home	Few hours later, We went \emptyset home
MNA	We were visited playground which named bianglala.	We \emptyset visited playground which named bianglala.

EN	After we to came to Lake Toba....	After we \emptyset came to Lake Toba.....
FA	It was the playground made me nervous....	\emptyset the playground made me nervous....
DK	And we can saw in there Cinderella castle...	And we can saw \emptyset Cinderella castle...
NDS	And at the night, we went from out home for...	And at \emptyset night, we went from out home for...
NN	The night was so fun and so sad because...	The night was so fun and \emptyset sad because...
SAI	We prayed in raya mosque to make of yolk	We prayed in raya mosque to make \emptyset yolk
SAZ	Several some years ago, I and family want to.....	Several \emptyset years ago, I and family want to.....
NAB	In there, we can played with all...	In there, we can played \emptyset all...
DK	In mosque, we prayed zuhur in there.	\emptyset , we prayed zuhur in there.
NK	Third day, we wanted to tahu sumedang...	Third day, we wanted \emptyset tahu sumedang...
RZ	I'm live in Jakarta	I \emptyset live in Jakarta
DH	We climbed on to banana boat...	We climbed on \emptyset banana boat...
FAH	We listened the news about the covid 19 virus was came in the Jakarta.	We listened the news about the covid 19 virus was \emptyset in the Jakarta.
JR	My mother was surprised because we have many fishs	My mother was surprised because we have many fish\emptyset .

Data Description

Misformation

IN.	Sentence	Re-construction
AN	I have some plans to go to the beach	I <i>had</i> some plans to go to the beach
AA	We went by Medan on December 31th...	We went <i>from</i> Medan on December 31th...
IK	We have took a picture.....	We have <i>taken</i> a picture...
SRH	There are many strangers that traveling in there.	There <i>were</i> many strangers that traveling in there.
KMR	I'm so excited	I <i>was</i> so excited
NT	After that, we go to home	After that, we <i>went back</i> home.
AM	We will cut off back to home	We <i>would</i> cut off back to home
KMR	My family and I ate to restaurant	My family and I ate <i>in</i> the restaurant
SAZ	We are break at hotel	We <i>took</i> a break at hotel
PN	I hand a trip to Banda Aceh	I <i>held</i> a trip to Banda Aceh
NK	At afternoon, we went to beach	<i>In the</i> afternoon, we went to beach
AF	We went to... for looked a view	We went to... <i>to look</i> a view
RK	During people was studied....	During people <i>were</i> studied....
IK	The school renormalize although its still in covid 19	The school renormalize <i>despite</i> its still in covid 19
WN	Up to now , other school is still closed....	<i>Until now</i> , other school is still closed....
RZ	They ate many again....	They ate too <i>much</i> again....
NDS	My cousin and I swam and snorkling in there	My cousin and I swam and <i>snorkeled</i> in there

RZ	We saw any cute dolls	We saw <i>some</i> cute dolls
SA	After that, my friend story the information..	After that, my friend <i>told</i> the information...
PN	We went to flower garden for took a	We went to flower garden <i>to take</i> a
FAH	We till at 12.40 pm	We <i>arrived</i> at 12.40 pm.
EN	We got many experiences by holiday	We got many experiences <i>on</i> holiday
FA	After day, we went to swimming pool	<i>Next</i> day, we went to swimming pool

Data Description

Misordering

IN.	Sentence	Re-construction
MRA	We went to the <i>airport perdana halim kusuma</i> to returned...	We went to the Perdana halim kusuma airport to returned...
SQ	We <i>so</i> had fun	We had so fun
SNA	My father was <i>driver car</i> on a journey.	My father was car driver on a journey.
MK	We visited to <i>house cousin</i>	We visited to cousin's house
RK	The weather was hot but windy <i>always</i> .	The weather was hot but always windy.
RS	My family and I went to the mall in kuala lumpur <i>and twins tower</i> .	My family and I went to the mall and twins tower in kuala lumpur.
EN	The tower is about 600 M <i>height</i> .	The height of tower is about 600 M.

DH	<i>Day second</i> , we bought souvenir and after...	Second day , we bought souvenir and after...
SA	We <i>lucky</i> came in the house	Luckily , We came in the house
WN	We were tired of holiday <i>that</i>	We were tired of that holiday.

APPENDIX IV : INTERVIEW TRANSCRIPTS

The Guidelines of Interviews for Students

First Student (AF/IPA)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Recount teks itu digunakan untuk menceritakan masa yang telah lampau.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya, sudah
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sebisa kemampuan saya.
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	saya masih bingung karena kurangnya pemahaman dalam menerapkan tenses bahasa inggris.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Kamus, karena kurangnya kosakata.
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Ya, saya menulis kalimat dalam bahasa indonesia dulu lalu menerjemahkannya dalam bahasa inggris.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Saya tidak mengecek kembali karena waktunya singkat.

The Guidelines of Interviews for Students

Second Student (EN-IPA)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Recount text itu cerita ulang, yang menceritakan kejadian di masa lampau/yang berlalu.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Saya belum mengerti ketika guru menjelaskan tentang tata bahasa inggris, sehingga aku masih bingung untuk menyusun kalimat bahasa inggris dalam teks.
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Kosakata bahasa inggrisku kurang.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	kamus online
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Iya, saya sudah memiliki kata-kata untuk cerita. Tapi sulit mengekspresikannya dalam bahasa inggris.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Ya saya memeriksa sebentar.

The Guidelines of Interviews for Students

Third Student (NT-IPA)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Yaitu teks yang menjelaskan cerita di masa lalu baik pengalaman sendiri ataupun orang lain.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya sudah.
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Semampu saya dengan baik.
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Kurangnya pemahaman grammar dan juga kosakata bahasa inggris.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Tidak ada, saya menggunakan kata yang familiar/ketahui saja.
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Iyah, saya mengarang dalam bahasa indonesia dulu baru bahasa inggris.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Tidak memeriksanya.

The Guidelines of Interviews for Students

Fourth Student (PW-IPA)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Kisah yang menceritakan masa lalu baik pengalaman pribadi maupun kelompok.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya sudah
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Tidak yakin sempurna, tapi saya sudah berusaha.
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Tidak ada.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Ada, kamus
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Ya, ketika saya menyusun kalimat, saya sering berpedoman dalam pengaturan pola kalimat Indonesia.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Iya saya periksa kembali.

The Guidelines of Interviews for Students

Fifth Student (SRH-IPA)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Recount text atau cerita ulang yang berisi kejadian di masa lalu.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya sudah
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Saya sudah lupa past tense dan tenses lainnya.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Tidak ada
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Masih terpengaruh, terkadang saya menulis dalam bentuk bahasa Indonesia lalu ditranslate ke dalam bahasa inggris.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Tidak, hanya baca sekilas saja.

The Guidelines of Interviews for Students

Sixth Student (DH-IPS)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Teks yang berisi cerita masa lalu terdiri dari orientation, events, re-orientation.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya sudah
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Sulit untuk mengubah kata kerja dari irregular dan regular verb.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Tidak ada
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Ya saya masih terpengaruh bahasa indonesia karena saya ingin memastikan artinya benar.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Iya, saya memeriksa hanya beberapa saja agar memastikan ada yang terlewat karena kurang teliti.

The Guidelines of Interviews for Students

Seventh Student (NAB-IPS)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Teks tentang pengalaman di masa lalu atau telah terjadi
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Aku belum mengerti ketika guru menjelaskan tentang tata bahasa inggris, sehingga aku masih bingung untuk menyusun kalimat bahasa inggris dalam teks.
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Kemampuan tata bahasa inggris kurang.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Ada, kamus hp
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Ya masih.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Tidak. Saya langsung kumpul.

The Guidelines of Interviews for Students

Eighth Student (NK-IPS)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Teks yang mengingatkan kembali kejadian di masa lampau.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Saya tidak mengerti ketika guru menjelaskan pelajaran itu karena materinya membingungkan.
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Saya tidak membuat kalimat dengan hati-hati, sehingga ada kesalahan aturan bahasa inggrisnya.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Tidak ada
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Iya masih terpengaruh
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Tidak, saya sudah yakin dengan tulisan saya.

The Guidelines of Interviews for Students

Ninth Student (SNA-IPS)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Teks menceritakan tentang pengalaman yang lalu. Biasanya menggunakan simple past.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya sudah
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Aku belum paham membuat kalimat bahasa inggris.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Ya, kamus.
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Ya, masih.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Saya tidak mengecek kembali karena saya merasa malas melakukannya.

The Guidelines of Interviews for Students

Tenth Student (WN-IPS)

No	Questions	Answers
1.	Apa saja yang anda ketahui tentang recount text? Jelaskan secara singkat.	Cerita yang menceritakan masa lalu terdiri dari personal text, imaginative text etc.
2.	Apakah gurumu sudah menjelaskan materi ini dengan baik?	Ya sudah
3.	Menurutmu, apakah anda sudah mengerjakan sebuah recount text dengan baik?	Ya sudah
3.	Apa saja kesulitan yang anda hadapi saat menulis recount text?	Saya tidak paham grammar dengan baik karena kurangnya pengetahuan itu.
4.	Apakah kamu menggunakan alat bantu saat menulis recount text?	Ya pastinya, kamus
5.	Pada saat anda menulis, apakah masih terpengaruh bahasa Indonesia di dalam membangun kalimat?	Ya, masih untuk memudahkan saya dalam menerjemahkannya.
7.	Saat selesai waktunya, apakah anda memeriksa kembali tulisan sebelum dikumpul?	Saya tidak mengecek tulisan karena saya merasa itu sudah benar.

APPENDIX V DOCUMENTATION



(The condition of XI MIPA class at MAS Tahfidzul Qur'an Medan 2021/2022)



(The condition of XI IPS at MAS TAHfidzul Qur'an Medan 2021/2022)



(Giving test instructions)



(Giving Paper Test to Students of MAS Tahfidzul Qur'an Medan 2021/2022)

RESEARCH PERMISSION AND RESEARCH RESPONSE LETTER



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

Nomor : B-14333/ITK/ITK.V.3/PP.00.9/07/2021

22 Juli 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS Tahfidzul Qur'an Islamic Centre SUMUT

Assalamualaikum 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 : Siti Febriyanti
NIM : 0304172074
Tempat/Tanggal Lahir : Serang, 26 Februari 1998
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : jalan banteng no. 1 medan Kelurahan sei sikambang c II
Kecamatan helvetia

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Selamat Ketaren, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

An Error Analysis of Recount Text Written by Natural Science and Social Science Students

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

Medan, 22 Juli 2021
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

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Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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مؤسسة المركز الإسلامي للدراسات والبحوث
الاسلامية في سومطرة الشمالية

YAYASAN ISLAMIC CENTRE SUMATERA UTARA
MADRASAH ALIYAH TAHFIZHIL QUR'AN-MEDAN

Status Terdaftar NSM: 131212710027 NPSN: 69734232

Sekretariat: Jl. Willem Iskandar/Pancing Telp. 061-6627322-6627332 Medan-20222

SURAT KETERANGAN

NO : 034/MA/YIC-SU/IX/2021

Saya yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara dengan ini menerangkan bahwa :

Nama : Siti Febriyanti
NIM : 0304172074
Program Studi : Tadris Bahasa Inggris
Semester : IX (Sembilan)

Adalah benar nama tersebut di atas telah melaksanakan riset di Madrasah Aliyah Tahfizhil Qur'an Medan Yayasan Islamic Centre Sumatera Utara pada tanggal 08 s/d 14 September 2021 dengan judul " **AN ERROR ANALYSIS OF RECOUNT TEXT WRITTEN BY NATURAL SCIENCE AND SOCIAL SCIENCE STUDENTS** "

Demikian Surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 15 September 2021

Madrasah Aliyah Tahfizhil Qur'an Medan

Kepala

Ir. PARLINDUNGAN, S.Pd

APPENDIX VI BIOGRAPHY

I. PERSONAL IDENTITY

NAME : Siti Febriyanti
NIM : 0304172074
PLACE/DATE OF BIRTH : Serang, 26 Februari 1998
FAC/MAJOR : Ilmu Tarbiyah dan Keguruan/TBI
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Utara

II. PARENTS IDENTITY

FATHER'S NAME : Erwinsyah Putra Damanik
MOTHER'S NAME : Almh. Pestaria Barus
PROFESSION : Marine

III. FORMAL EDUCATION

1. SDS Amal Luhur Medan (2004-2010)
2. SMPS Amal Luhur Medan (2010-2013)
3. SMAS Raksana Medan (2013-2016)
4. English Education Department of State Islamic University of North Sumatra (2017)