



**THE DIFFERENCE OF GRAMMATICAL ERRORS IN WRITING  
RECOUNT TEXT BY NATURAL SIENCE STUDENTS AND  
SOCIAL SCIENCE STUDENTS AT ELEVENTH GRADE OF  
MADRASAH ALIYAH TAHFIZHIL QUR'AN MEDAN  
IN ACADEMIC YEAR 2017/2018**

**THESIS**

**Submitted to Faculty of Tarbiyah and Teachers Training State Islamic  
University North Sumatera Medan as a Partial Fulfillment of the  
Requirements for the Degree of S-1 Program**

**By:**

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

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Assalamu'alaikum Wr. Wb

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**Judul : "The Difference of Grammatical Errors in Writing Recount Text by Natural Science Students and Social Science Students at Eleventh Grade of Madrasah Aliyah Tahfizhil Qur'an Medan"**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Wassalamu'alaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 15 Mei 2018

Yang Membuat Pernyataan

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## ABSTRACT

### **HANIVA HALIM DALIMUNTHE, 34143073, THE DIFFERENCE OF GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT BY NATURAL SCIENCE STUDENTS AND SOCIAL SCIENCE STUDENTS AT ELEVENTH GRADE OF MADRASAH ALIYAH TAHFIZHIL QUR'AN MEDAN IN ACADEMIC YEAR 2017/2018**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

*Key Words: Natural Science, Social Science, Difference, Grammatical Errors, Recount*

*Text*

This study deals with Grammatical Errors in Writing Recount Text by Natural Science and Social Science Students at eleventh grade of Madrasah Tahfizhil Qur'an Medan. The research purposes to find out and describe the difference of grammatical errors in writing recount text by Natural Science and Social Science students. This research was conducted by applying descriptive qualitative design. The source of data were taken from students' recount text made by Natural Science and Social Science students at Madrasah Aliyah Tahfizhil Qur'an. The data were analyzed by using documentary technique of Miles and Huberman (2014). It was consisted of three steps were data collection, data reduction, data display and conclusion drawing or verification. The findings of this study were found there 52 errors made by Natural Science students and 33 errors made by Social Science students from the 30 students. Those errors, verb tense, article, singular/plural and word form. From these types of errors Natural Science Students were 35 verb, 7 article, 9 singular/plural and 1 word form, and Social Science students were 19 verb, 4 article, 7 singular/plural and 3 word form. There are errors occurred in writing recount text, especially in arranged simple past tense. This researcher suggests the next researcher develop this study by using different object which are not in this study. It could be in writing each genre, writing application letter or other writing structure.

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In writing this Thesis entitled *"The Difference of Grammatical Errors in Writing Recount Text by Natural Science Students and Social Science Students at Eleventh Grade of Madrasah Aliyah Tahfizhil Qur'an Medan in Academic Year 2017/2018"*. This thesis is prepared to qualify in obtaining a Bachelor of Education degree in the Faculty of Tarbiyah and Teacher Training of the State Islamic University of North Sumatra.

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Reseacher

**HANIVA HALIM DALIMUNTHE**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

There are four basic skills that should be mastered in English, they are listening skills, writing skills, speaking skills, and reading skills. From the four skills, the ability of writing skills can be regarded as one of the most important skills should mastered by students. Writing skill is more complicated than that of other language skills. Basically the writing skill requires as well-structured way of the presentation of thoughts in an organized and planned way. Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or the reference material to help them.<sup>1</sup>

Writing is related to speaking and reading. When students are writing automatically they are expressing what they think from mind and brain about their knowledge, and what they have spoken and listened. Basically, the four basic of English is interrelated and have connection each other. Writing is one of the basic of English that which the students can express their ideas, opinions, and concepts using grammar. Grammar is important when we are writing, without grammar the sentence can be ambiguous sentence and make the reader confused to understand it. That is why the students should know grammar before they are writing, when they have to able to write correct sentence and arrange into a good paragraph.

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<sup>1</sup> Jeremy Harmer, (2004), *How to Teach Writing*, England: Person Education Limited, p.31.

The study of grammar has had a long and important role in the history of second language and foreign language teaching. For centuries, to learn another language, or what I will refer to generically as an **L2**, meant to know the grammatical structures of that language and to cite prescriptions for its use.<sup>2</sup> Students often do errors on their grammar. Then, errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Some errors are made when the students do not understand well about the English grammar. Grammar is whole system and structure of language. Grammar is important to learn or to teach in a foreign language. Without knowing the grammar of a language, students have no capability to do writing in English.

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

Indonesian schools divide the classes in the eleventh grade into Natural Science and Social Science classes. Natural Science and Social Science are two different major in Senior High School. The specific of Natural Science subjects are Physics, Chemistry, and Biology. The focus of Natural Science is nature. The specific Social Science subjects are Economics, Geography, and Sociology. The

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<sup>2</sup> James E. Parpura, (2004), *Assesing Grammar*, United Kingdom: Cambridge University Press, p.1.

focus of Social Science is society. Compared to the Social Science, the Natural Science rely more mathematically based methods.<sup>3</sup>

There is an opinion that the Natural Science students and the Social Science students are different, in society said that Natural Science students cleverer than Social Science students. It happens because the students who learned in Natural Science class concentrating and thinking more, the subjects are difficult and made them to think much. They are considered to be more focus and careful in studying based on the different specific subject that they learn in school. Therefore people believe that students who are in Natural Science class is dominant clever than Social Science class, sometimes people said Natural Science students learn real science. This opinion leads to a new perspective that the Natural Science students would make fewer mistakes compared to the Social Science students in doing something including to writing an English text. However, we cannot judge the ability of the Social Science as well as the Natural Science students in the case of writing an English text with proper grammatical structure. All of the Natural Science students are clever to make writing English test well same with Social Science students.

Recount text is one of the writing genres that the students should learn. The purpose of this text to inform the readers or someone about something and to describe the event that happens in the past. Recount is one of type which has a function to retell or inform an event or activity in the past. It can be experiences and events.<sup>4</sup>

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<sup>3</sup> Roman Boutellier and Gassman Oliver, (2011), *Principles of Language Learning and Teaching*. New York: Longman, p.3.

<sup>4</sup> Pardiyo, (2007), *Pasti Bisa*, Yogyakarta: Andi, p.63.

In fact, the students in MAS Tahfizhil Qur'an Medan at the major of Natural Science and Social Science still confused in tenses, the change of verb tenses, it makes them difficult to write enjoy and correctly. The subject of English also be the reasons why the students still confused to understand English grammar, in their school the schedule of English subject is one meeting for a week. It seems can be the problem and the teacher do not have more times to teach in the class. The teacher also not understand about the characteristic of the students about the Natural Science and Social Science. Tenses can be impact in writing, especially in recount text. Many students feel difficult and do not understand how to write recount text well and correctly, they do not understand the structures of contents in the text. The students do not know the English grammar well, they commonly make grammar errors in their writing recount text, such as pronoun, verb, preposition, and punctuation.

Based on the previous explanations, this research is very important to know the students grammatical errors in writing. The innovation that I do in this research is the research little different with the another research because in this research the researcher does research for the students grammatical errors who are in Natural Science and Social Science in writing recount text, so the researcher wants to compare the two groups, and seeing their differences. Therefore the researcher is very interested in conducting a research in order to prove and observe **“The Difference of Grammatical Errors in Writing Recount Text by Natural Science Students and Social Science Students.”**

## **B. Statement of the Problem**

Based on the background, the identification of the study are formulated as follows:

1. The Natural Science and Social Science students are difficult in writing recount text.
2. The Natural Science and Social Science students have low in tenses grammar.
3. The teacher do not know the characteristic of the students in Natural Science and Socil Science.

## **C. Research Questions**

Based on the background of study, the problems of the study are formulated as follows:

1. What grammatical error do the students of Natural Science students and Social Science students in writing recount text?
2. What are the dominant error made by the two groups of the students in writing recount text?
3. What are the differences of grammatical error made by the two groups of the students in writing recount text?
4. Why do the two groups make grammatical error in writing recount text?

## **D. Purposes of the Study**

Based on research questions, the purpose of the study are:

1. To find out the grammatical errors made by Natural Science and Social Science students in writing recount text.

2. To find out the dominant error made by Natural Science and Social Science students in writing recount text.
3. To find out the difference of grammatical error made by Natural Science and Social Science students in writing recount text.
4. To find out the reasons of the Natural Science and Social Science students make the grammatical error in writing recount text.

**E. Significances of the Study**

The result of the study are expected to be used theoretically and practically:

1. Theoretically

The result of the study are expected to enrich the literature on English teaching in writing a recount text and to provide a beneficial for further research on a grammatical error of students skill in writing recount text.

2. Practically

- a. For the students, to enrich their knowledge and understanding in identifying the types of errors and to avoid making the errors over and over.
- b. For the teachers, to be able to distinguish how to teach English in majors Natural Science and Social Science in the class and to help them to make the new strategies in teaching grammar.
- c. For the researcher, to enrich their knowledge about errors and as a new experience in teaching English grammar, students are writing a recount text.

## **F. Limitations of the Study**

There are some kinds of errors in grammar, they are errors in verbs tense, article, singular/plural form, spelling, punctuation, preposition and conjunction. This research will only focus on errors found in students writing recount text, especially in grammar, such as verb, article, word form, and singular/plural.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Literature

In conducting a research, theories are needed to explain some concepts or term applies concerning to the research. It is useful to avoid misunderstanding between the researcher and the readers concerning the topic. The theories used in this study are as follows:

##### A.1. Grammar

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. Grammar is partly the study of what forms or structures are possible in a language. Grammar though is not included as the four main skills that expected to be mastered in English language learning, may not be considered as a trifling matters. Grammar is important because is the language that makes it possible for use to talk about the language.<sup>5</sup>

Grammar is the role in language for changing the form of words and combining them into sentences; a good understanding of grammar is the principles of English Grammar. Grammar is an explanation of how the form of words can be changeable and united into sentences in a language.<sup>6</sup>

Grammar can be defined as a systemic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of

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<sup>5</sup> Subasini and Kokilavani (2013), *Significane of Grammar in Technical English*, International Journal of English Lliterature and Culture Vol. 1 (3), Ps.56-58.

<sup>6</sup> Harmer, (2001), *How to Teach Writing*, England: Person Educaion Limited, p.12

rules or principles that can be used to generate all well-formed or grammatical utterances in the language.<sup>7</sup> In fact, grammar found everywhere, in a spoken and written. But, speak is different between write when speaking the words automatically produce by mind, when we are writing so we can express our ideas, opinions and write its using by grammar.

## **A.2. Error**

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It means that the phrase ‘systematic deviation’ in this devinition is a key word which can be interpreted as the deviation which happens repeatedly. According to Hasyim, errors in foreign teaching especially in English are the cases which are difficult enough to avoid. Weireesh in Eslami considers learners’ errors to be particular importance because making errors is a device the learners use in order to learn. An error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. According to Brown says that errors as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Errors are ruled-governed, they are systematic and show the lack of knowledge of learners.<sup>8</sup> It means that the students make language deviation then he/she gets wrong or fail. It reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct.

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<sup>7</sup> James E. Purpura, (2004), *Assesing Grammar*, United Kingdom: Cambridge University Press, P.6.

<sup>8</sup> Brown, (2000), *Principles of Language Learning and Teaching*, New Jersey: Prentice-Hall Inc. P.217

### **A.2.1. The Types of Error**

Error is divided into four categories: error of omission, error of addition, error of selection, and error of ordering. Here are the explanations.

#### **A.2.1.1. The Error of Omission**

Error of omission is the absence of an item that should appear. “Errors of omission where some element is omitted which should be present.” The learner omits the item that should appear in the good utterance. “Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes.” Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

Example: *Angelina is an actress*

From the explanation and example above, the word *Angelina* and *actress* are content morphemes because *Angelina* and *actress* is noun and has a mayor meaning. The words *is* and *an* are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence.

“Omit grammatical morphemes are more frequently than content words.” It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (*-ed,-ing, -s*) correctly. Omit content morphemes are typically made by the learner in the early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences.

#### A.2.1.2. The Error of Addition

Addition is the opposite of omission. Addition is "the presence of an item that must not appear in well-formed utterances".<sup>9</sup> In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element.

For example: *She didn't studied yesterday*

From the example above, the learner want to tell that *she didn't study yesterday*.

She knows that to tell the past event, she has to use the past verb, but she puts two items for the same features; *didn't* and *studied*.

#### A.2.1.3. The Error of Selection

This error is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learner supplies something even though that is incorrect.

For example: *I buyed a novel two days ago*.

A past tense marker is put by the learner, but it is incorrect.

#### A.2.1.4. The Error of Ordering

Error of ordering is the error where the items presented are correct but wrongly sequences.

For example, *I have pen blue*.

From the example above, the items are correct, but the writer doesn't put the items in the appropriate order.

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<sup>9</sup> Rod Ellis, (2008), *The Study of Second Language Acquisition*, 2nd Edition, New York: Oxford University Press, p. 52

## A. 2.2. The Sources of Error

By determining the sources of error, the teacher will understand how the learner made the errors. According to Brown, there are two sources of error; interlingual transfer, intralingual transfer, context of learning, and communication strategies.

### A.2.2.1. Interlingual Transfer

Interlingual transfer is also known as the native language transfer because the errors are caused by the learner's first language. Like Brown said, "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference." the second language is familiar with the learner, the native language is the only linguistic system that is mastered by the learner. Because of this fact, it's easier for the teacher to analyze the errors from the learner if the teacher has been familiar with the learner's first language.

For example, *I breakfast and then I go to the zoo yesterday.*

The sentence supposed to write, *I had breakfast and then I went to the zoo yesterday.*

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

#### A. 2.2.2. Intralingual Transfer

Intralingual transfer is the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. “Intralingual errors occur as a result of learners’ attempt to build up the concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways.” In the other hand, the error is a result of the fault’s concept and hypotheses of the learner in learning the second language.

Example: “*She goed to the market*”

From the example above, the learner is doing negative intralingual transfer or overgeneralization. In learning the simple past tense above, the learner knows about the rules of the simple past tense itself; he/she knows that the rules of the simple past tense use verb two by adding *-ed*, but she/he make wrong concept and hypotheses because the partial learning. The verb *go* doesn’t become *goed*, but *went*. The learner doesn’t know that there are *irregular* and *regular verb*. In short, the example above proves that overgeneralization or negative intralingual transfer is done by the learner because the learner overgenerates the rules in wrong concept.

#### A.2.2.3. Context of Learning

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. “Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the

social situation in the case of untutored second language learning.”<sup>10</sup> The teacher or a textbook can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because of misleading explanation from the teacher, the faulty presentation of the structure in textbooks, or the concept of item that is memorized by drilling but it’s not proper with the other context.

#### A. 2.2.4. Communication Strategies

Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. “A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.” Communication strategies caused by the learners’ learning techniques. To sum up, there are some sources that may lead errors in learning target language. Those sources may come from the interference of native language to the target language, the lack of competence of the target language, the learning environment and personal learning strategies.

#### *A.1.3. Grammatical Error*

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error. Compaare

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<sup>10</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey; Prentice-Hall, Inc., Englewood Cliffs, 1980), p.174.

grammatical error with correctness. Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation.<sup>11</sup>

According to Corder said that, grammatical error is what has come to be known as error analysis has to do with the investigation of the language of second language learners.<sup>12</sup> Corder also held the view regarding the function of error analysis and that there are two justifications for studying learners' errors: its relevance to language teaching and the study of the language acquisition process.

According to Erdogan said that, grammatical error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.<sup>13</sup>

The Classification of the Grammatical Error based on Linguistic Category Taxonomy, errors are classified according to both the language component and the particular linguistic constituent the error affects. In this study, language components are limited based on Azar's error analysis category as a guideline. They are classified into verb tense, word form, article, singular-plural.

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<sup>11</sup> [Richard Nordquist](https://www.thoughtco.com/grammatical-error-usage-169091) (2018), *Grammatical Error Definition and Example*, <https://www.thoughtco.com/grammatical-error-usage-169091>, access on April 2018 at 21: 56 pm

<sup>12</sup> Lulu Meilina Alfiyani (2013), *An Analysis of Grammatical Errors in Writing among the Second Semester Students of English Department of Yogyakarta State University*, p.34

<sup>13</sup> Vacide Erdogan (2005) *Contribution of Error Analysis to Foreign Language Teaching*. *Mersin University Journal of the Faculty of Education*, 1(2), ps.261-270.

### A.1.3.1. Verb tense

In Frank, Marcella stated that the grammatical form of verb is usually discussed in connection with tense. The description of verb form differs according to the way term tense is interpreted. The most common interpretation of tense is a semantic one. A verb is described as a word which is used to indicate an action, a state of being of existence or possession. The verb of a sentence must agree in number with its subject. Singular subjects take singular verbs and plural subjects take plural verbs.

Table 2.1 The Difference of Verb Form in Tenses

Tense		Progressive
Present	offer, offers	am/is/are+offering
Past	Offered	was/were+offering
Future	will+offer	will=be+offering
Present Perfect	has/have+offered	has/have+been+offering
Past Perfect	had offered	had been offering
Future Perfect	will+have+offered	will+have+been+offering

Source : Understanding and Using English Grammar by Betty Schramper Azar

### A.1.3.2. Word Form

Based on Frank, Marcella there are nouns, verbs, adjectives and adverbs having derivational forms. It is used for all aspects of word-structure involving affixation that is not inflectional. These forms may express some degree of lexical

meaning, or they may be little more than part of speech indicators. The derivational forms consist of the following suffixes:

1. Suffixes changing verbs to nouns:

a. Suffixes indicating *the state of* \_\_\_\_\_-*ing*

For examples:

Commerce + al = commercial

Consist + ance = consistence

State + ment = statement

Add + ion = addition

b. Suffixes indicating *a person who* \_\_\_\_\_-*s*, *or a person who is active in* \_\_\_\_\_, *or a person who comes from* \_\_\_\_\_

For examples:

Defend + ant = defendant

Manage + er = manager

Indonesia + an = Indonesian

Type + est = typist

c. The suffix -ing, which expresses some of the verbal force of the word to which it is attached. Nouns with -ing derivational suffixes often refer to field or endeavor or recreational activities.

For examples:

Swim + ing = swimming

Dance + ing = dancing

Engineer +ing = engineering

2. Ending distinguishing nouns from verbs:

For examples:

<u>Verb</u>	<u>Noun</u>
Believe	Belief
Advise	Advice
Receive	Receipt

3. Suffixes changing adjectives to nouns to indicate *the state of being*

For examples:

Active + ity = activity

Happy + ness = happiness

Warm + th = warmth

4. Suffixes distinguishing nouns forms adjectives

For example:

Intelligent – Intelligence

Brilliant – Brilliance

5. Suffixes changing concrete nouns to abstract nouns, to indicate *the state of being a \_\_\_\_\_*;

For examples:

Brother + hood = brotherhood

Hero + ism = heroism

Friend + ship = friendship

#### A.1.3.3. Article

According to Geoffrey and Svartvik, articles are a subclass of determiner. There are two articles in English, the definite and the indefinite. The definite article can be used with all kinds of nouns except most proper nouns. Azar stated the indefinite article is the same with the generic noun. The most common use of the article is to indicate a specific item. It represents a whole class of things; it is not specific, real, concrete thing but rather a symbol of a whole group. A symbol of an indefinite article is a or an. a/an is usually used with a singular generic count noun but both articles are used in different words. If the article a is used before words beginning with a consonant sound and the article an is used before words beginning with a vowel sound. Look at the article (a/an) in the examples below:

For examples:      *A banana is yellow*

*or*

*An egg is oval*

#### A.1.3.4. Singular/Plural nouns

Plural nouns are words used to indicate that there is more than one person, animal, place, thing or idea. The singular form is the non-plural form of nouns and

pronouns. Singular form refers to just one (a single) noun (versus plural, more than one, noun).

For examples : *some students*

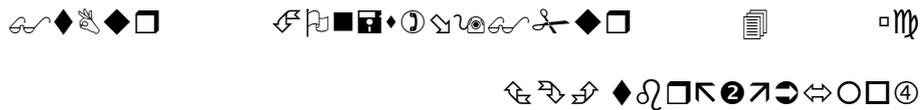
*Two persons*

Therefore, grammatical error is the term to know errors in writing in sentences or paragraphs, which follow the correct language in role of writing, errors in writing are very often done.

#### A.1.4. Writing

Writing is one of the basic English skills which have to be mastered by the learners in order to the language. Writing is a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them.

When talking about writing, in Holy Qur'an also explain about it. Allah said in the Holy Qur'an Qs. Al-Qalam verse 1:



Meaning : 1. Nun, By the Pen and the (record) which (men) write.

Based on this verse, Allah SWT asked human to write. Writing is one of important skill for human. Writing is one of ability of human to communicate each other.

In Holy Qur'an QS. Al- Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1)

خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2)

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)

الَّذِي عَلَّمَ بِالْقَلَمِ (4)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: 1. Recite in the name of your Lord who created. 2. Created man from a clinging substance. 3. Recite, and your Lord is the most Generous. 4. Who taught by the pen. 5. Taught man that which he knew not.

Based on this verse the aim of Allah lower this verse is the word qalam in the third verse of Al-Alaq is interpreted as lauhul mahfudz, the book in which all things in the universe have been written. Even God has pointed out by ordering his angels to record and record all the deeds of human deeds. Therefore, we as human beings and His creation must also have records to store what we have "read" and "think", whether in the form of writing in books, data in computers, or other. Thus, it is proper to "read", "to think" and "to write" to be commanded by God to be the things man must do when he is about to explore things related to scholarship. Because in essence, it is Allah Who teaches all knowledge to man. This is what He conveys with the last verse of the first revealed revelation. "He taught man what he did not know."

According to Dayij said that writing is an integrative skill and in important, constructive, and a complex process. Writing is a waay of uncovering ideas as well as expressing them. When speaking, you can modify whay you say by repeating, rephasing, hesitating starting again, gesturing. Writing is transferring

information or expression of original ideas in a successive way in the new language. You can improve your message by looking angry or encouraging, raising your eyebrows, digging your elbow into the other person's ribs, and so on. As a listener, you can check the message by asking for repetition or clarification, by looking doubtful or puzzled or in certain countries by hand movements.<sup>14</sup>

According to Nunan writing is the mental work of inferring ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear. So the learners should know how to write well and what are they need to write a good sentence based on grammar to describing their ideas or opinion from their writing.<sup>15</sup>

According to Knapp argues that writing takes language out of the constraints and immediacy of time and arranges it hierarchically. Based on the terms have mentioned previously, writing is the the process of thinking of ideas, and opinions. While the speech has a greater the writer giving the feedback sometimes making a sentences, sentence likes an expression for the wrriter.writing is mechanic process during all the technical aspects of writing can be acquired.<sup>16</sup>

#### **A. 1.4.1. Writing Genre**

Teaching and learning writing cannot be separated from the genre. It can be viewed as a type of text or writing text. It is typical model of writing product

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<sup>14</sup> Muhammad Dayji, (2011), *Teaching and Assesing Writing Strategies for Secondary School Students and Investigating Teachers andd Students Attitudes towards Writing Practice. Int J Edu Sci. III (1).* p.25.

<sup>15</sup> D. Nunan (2003), *Second Language Teaching & Learning*, Boston: Heinle & Heinle Publisher, p. 88.

<sup>16</sup> Peter Knapp and Mekaan Watkins, (2015), *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Australia: New South Wales Press, Ltd. p.15

which having different features and characteristics. According to Pardiyo, said that genre is a text can be defined as text type that has function as frame of reference so that text is effective in its purposes, choices, and structures of text elements and grammar.<sup>17</sup>

According to Dirgeyasa argues that the genre persepective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how be writing work is developed, taught and learned. In this case, there is process of production and reproduction.<sup>18</sup>

In English learning, there are some genres text that should be learned and mastered by learners, according to Dirgeyasa there are many genres such as: descriptive text, recount text, narrative text, procedure text, report text, explanation text, discussion text, hortatory exposition tex, analytical exposition text, newa item, spoof text, and anecdote text. In short, genre refers to the goal oriented in writing a text with specific purposes. Every genre has own rhetorical structure, grammatical patterns or linguistics features and the communicative purpose. In teaching and learning based writing, the teacher and the students must understand the three fundamentals components of genre-based writing. Here is the explanation of three fundamentals which contain in genre writing commonly.<sup>19</sup>

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<sup>17</sup> Pardiyo, (2007), *Pasti Bisa! Teaching Genre based Writing*. Metode Mengajar Writing Berbasis Genres secara Efektif. Yogyakarta: Andi, p.1

<sup>18</sup> Dirgayesa, (2014), *College Academic Writing-A Genre based Perspective*, Medan: Unimed Press. Page:17.

<sup>19</sup> *Ibid*, ps.1-3.

**Table 2.2 the Three Fundamentals of Genre Based Writing**

<b>The Three Fundamentals</b>	<b>Function</b>
<b>1. Communicative purpose</b>	It must be related to social function of the text. Social function of the text, refers to certain social environment and place where and when the text is used. Because every genre has different context and situation.
<b>2. Rhetorical structure and textual elements</b>	It is related to the aspect of the organization of natural text. It describes the natural of the text, characterizes the structure in terms of relation that hold.
<b>The Three Fundamentals</b>	<b>Function</b>
<b>3. Grammatical pattern or linguistics features</b>	It is related to how the sentences are formed and organizes. It seems language use of the certain genre has its own distinct or specific features. This may occur because different genre writing sates different and distinctive communicative purpose, readers and contexts in terms of when it happens, how it happens or why it happens.

#### **A.1.4.2. The Process of Writing**

According to Walter these are number of stages of writing process such as:<sup>20</sup>

##### **a. Pre-Writing**

Pre-writing experience help students tap into background knowledge and experience and develop the need to desire to write. Pre-writing activities involve students in collecting a resource pool of possible writing ideas, vocabularies, and languages structure.

##### **b. Drafting**

In drafting, the students cannot down their thoughts using scribbles, drawing, letters, or more conventional writing. The purpose here is to get ideas and thoughts down on paper.

##### **c. Sharing and responding**

Students share their writing with a partner, group or teacher. They can do so informally, collaboratively, or as a part of writer's conference. Students respond to writing in supportive and helpful ways by modeling positive responses and thought questions.

##### **d. Revising writing**

Students incorporate feedback from responses and make corrections, additions to their writing. This stage concerns itself with both content the flow and communication of thought and mechanics.

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<sup>20</sup> Walter, (2004), page: 78.

#### e. Publishing

Publishing is the culmination of significant work with presents the outcome of writing activity to the readers. There are numerous ways in which students can publish their works. In this stage, the writer can add pictures, make a book, or read the writing aloud.

Based on the explanation above, writing is one of the skills that should be mastered by the students. Writing is the activity of someone to express their ideas, contents and opinions in their mind or brain. When they are writing, they are using the grammar to make their paper easy to understand. The genre of writing is rhetorical structure, grammatical patterns or linguistic feature and communicative purpose. In brief, writing is not a simple activity. There are some processes of writing that should be passed by the writer. The process of writing are: prewriting includes exploring topics, choosing a topic, and beginning to gather or organize details before you write, drafting involves getting you're your ideas down on paper in roughly the format you intend for the finished work, revising is the stage in which you rework your first draft to improve its connect and structure, publishing is the sharing of your work with others.

#### **A.1.5 Text**

According to Hyland said that text is explicit not because it says everything all by itself but rather because it strikes a careful balance what need to be said and what may be assumed.<sup>21</sup> Then, according to Knapp texts are always produced in a context and any completed act of communication. While texts are produced by

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<sup>21</sup> Hyland, (2009) p.10.

individuals, individuals always produce those texts as social subjects; in particular, social environment.<sup>22</sup>

Texts can be classified and organized in a multitude of ways. Traditionally, different types of texts have been identified according to established conventions, they are:

a. Literary text

Include the broad range of text often use language to create imagines in readers minds, the language enable readers to engage with the text and incorporate their own meanings and understandings with those of the researcher. Literary text include novels, poems, dramas and sagas.

b. Formal text

Included those text that have been the primary aim of communicating knowledge as it has been educationally defined, classified and constructed. Factual texts deal with the exchange of knowledge (learning) in all of the learning areas. Many factual texts such as technical descriptions, explanations and procedures. The other examples are essays, reviews and arguments.

c. Media text

The text which are used in channel of mass communication such as print, broadcasting, cable, film and video. Depending on the media, the text can used different modes of communication; writing, speech, pictures or sound.

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<sup>22</sup> Peter Knapp and Mekaan Watkins, (2005), *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Australia: New South Wales Press, Ltd. p.18

Based on explanation above, text is produce in content and completed of communication. The types of text can be classified: literary text is creating imagines include the novels poems, and dramas. Formal text is the knowledge in all of the learning areas. Media text is communication using by media, such as picture, video and film.

#### **A.1.6. Recount Text**

Recount text is defined as a type of text made in order to give information about experience or real past activities. According to Pardiyono says that recount is one of types which has a function to retell or inform an event or activity in the past.<sup>23</sup> Recount text has sequence of events and the purpose to tell what happend in the past and uses the question who, what, where, and when. Recount text starts with orientation, which introduces the participants, place and time, then goes to events, which describe series of event that happened in the past and ends in reorientation, which states personal comment of the writer to the story.

In teaching and learning based writing, the teacher and the students should understand the three of fundamentals component of genre based writing, such as communicative purpose, rhetorical structure, and grammatical patterns or linguistics features. In this case, genre based on recount text also has own purpose, rhetorical structure and textual elements, and linguistics features. That has its own function. The communicative purpose of recount text is to inform and describe past experiences by retelling events in the order in which they happened.

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<sup>23</sup> Pardiyono, (2007), *Pasti Bisa! Teaching Genre base Based Writing*. Metode Mengajar Writing Berbasis Genres Secara Efektif. Yogyakarta: Andi. p. 63.

Based on the explanation above, the recount text is re-tell the readers or listeners to inform about experience that happened in the pass. Someone tell their experience or activities to other people to give them information about the occur situation.

According to Dirgayasa said that the rhetorical structure or the textual elements in recount text.<sup>24</sup>

The recount text is shown as in Table 2.2. as a following:

**Table 2.3 The Rhetorical Structure of the Textual Elements in Recount Text**

Rhetorical Structure	Function
<b>1. Orientation</b>	<ul style="list-style-type: none"> <li>a. It consists of theme or topic to be informed.</li> <li>b. To show the reader about the topic/theme being informed.</li> <li>c. To attract reader attention and interest</li> <li>d. It enables to attract and to provoke the reader so that she/he is willing to continue reading the whole text.</li> <li>e. The use of adjective to show personal attitude in order to make</li> </ul>

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<sup>24</sup> Dirgayasa, (2014), *College Academic Writing-A Genre based Perspective*, Medan: Unimed Press. Page 27.

	the event more meaningful and powerful.
<b>2. Records of event or sequence of event</b>	<p>a. To provide details about the event informed/described chronologically (the types of plot may vary).</p> <p>b. It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronological order the sequence markers such as first, second, third, etc. are important.</p>
<b>3. Re-Orientation</b>	<p>a. It functions to show personal attitude about the activities or event informed or told. It is a matter of conclusion with personal attitude.</p>

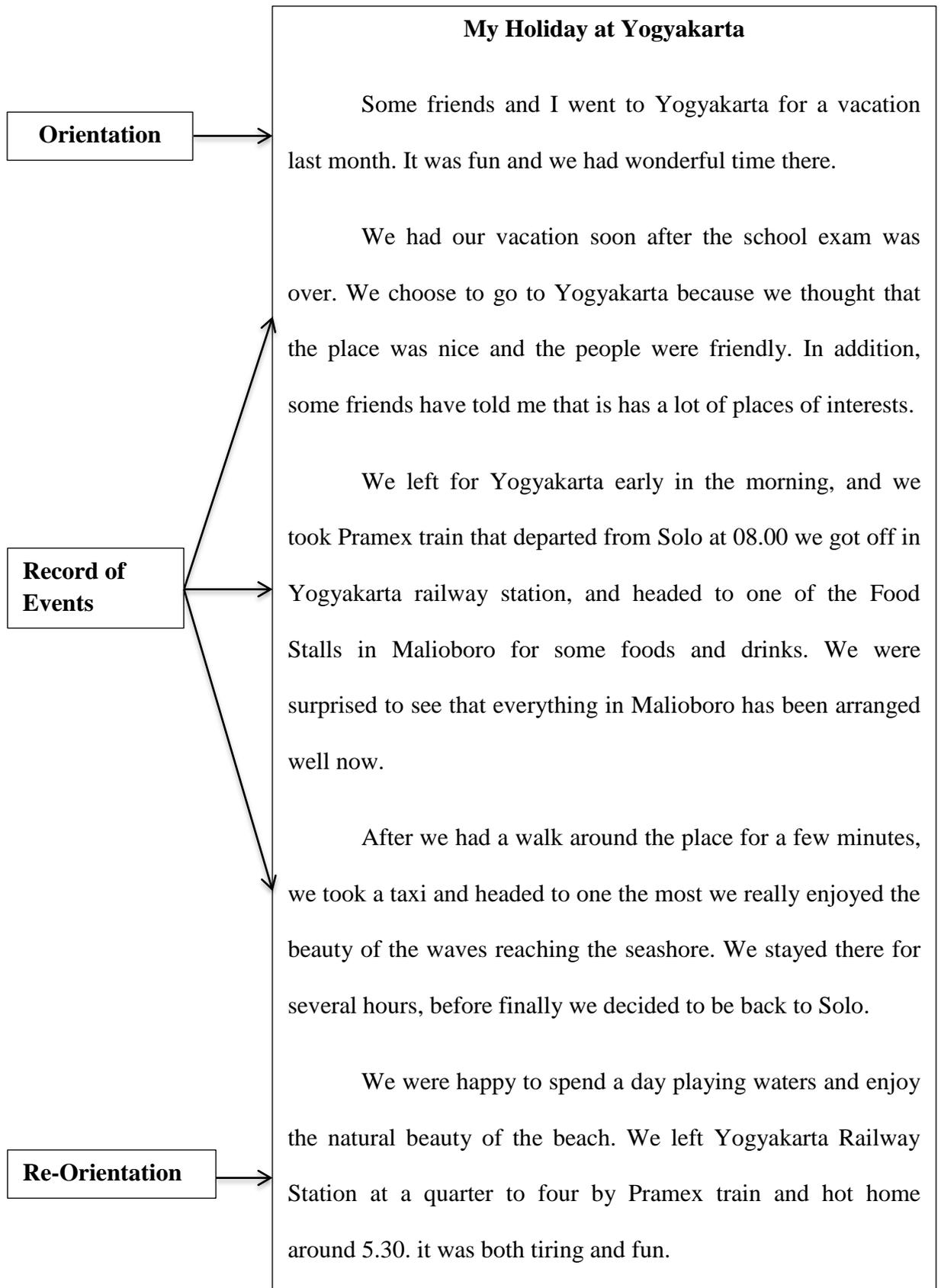
Then, recount text has language features of recount:

1. Introducing personal participant. For example, *I, we, etc.*
2. Using chronological connection. For example, *in addition, after, etc.*
3. Using linking verb. For example, *was, were, had, etc.*
4. Using action verb. For example, *went, took, etc.*
5. Using past tense. For example, *choose, told, gold, etc.*

Based on the table of generic structure above, the generic structure of recount text is orientation tell about the topic be informed, records of event or sequence of event to provide details about the event informed chronologically, and re-orientation tell about personal attitude about the activities or event informed or told.

Below is an example of a recount text by Pardiyo:

**Figure 2.1 the Example of Recount Text in Textual Elements**



## **B. Conceptual Framework**

Teaching is the process of giving something to somebody in order to be able to do something. Writing is the mental work of inferring ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear. So the learners should know how to write well and what are they need to write a good sentence based on grammar to describing their ideas or opinion from their writing.<sup>25</sup> Writing can be defined as a process of expressing and organizing the ideas and feeling and find the right words to make them on a piece of paper.

The purpose of writing is to communicate the ideas or opinion from your mind to another mind in the written text. Writing recount is the process in which someone or writers write an event or a story about his/her experiences that had in the past time. When students write automatically they are express their feeling or ideas in their writing, what they want to write from word by word be a sentence and then paragraph. They are thinking to make a sentence is difficult, because grammar made them confuse. Consequently, they cannot compose their writing into correct way or in flow manner or they continue to write without considering the error they produce. Therefore, some mistakes will be able when the students do not understand in grammar. Many of students commonly make error in grammar especially in their writing, such as verb tenses and sentences pattern for their writing.

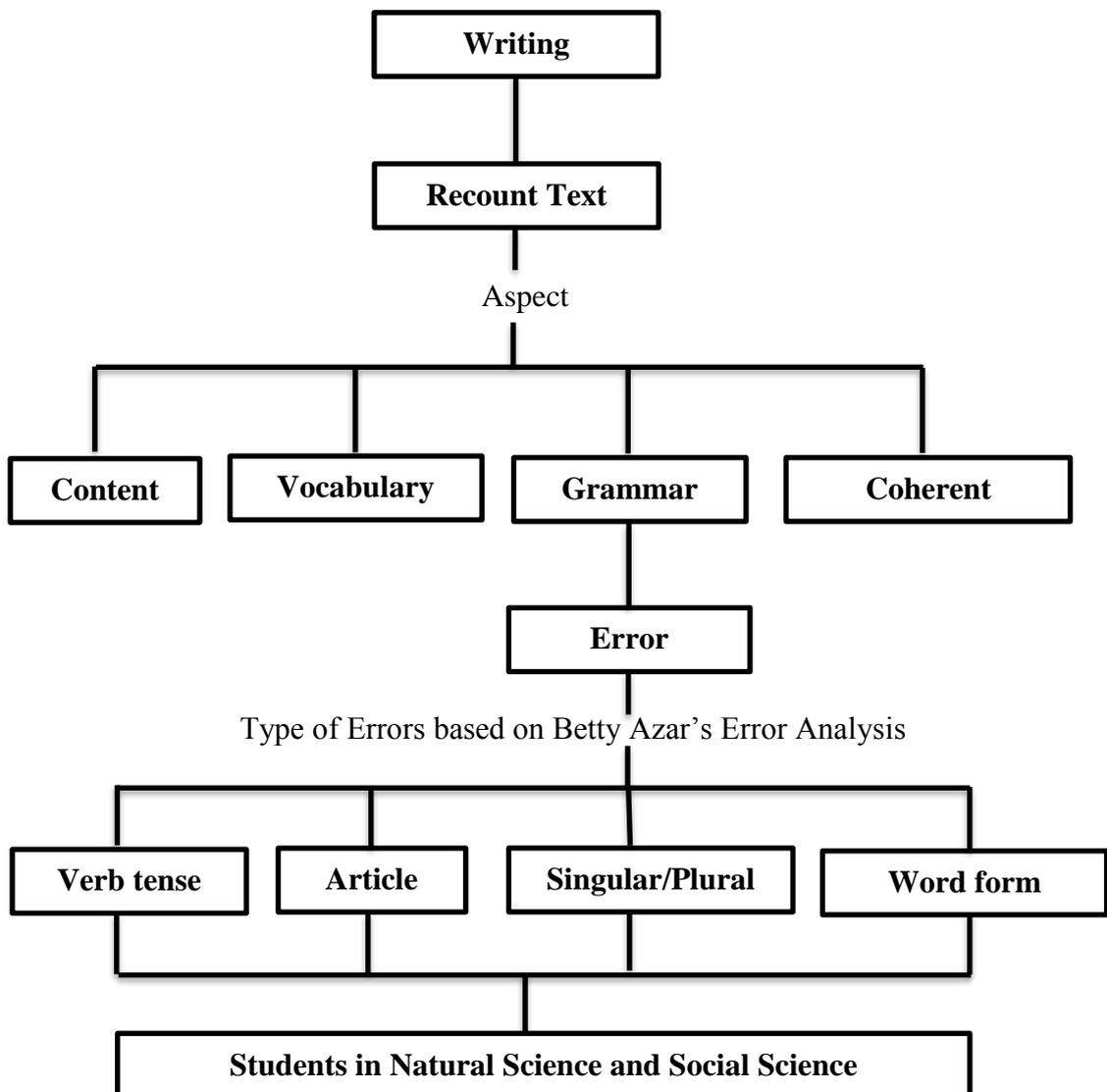
The students in Natural Science and Social Science are make errors to write in English, they do not understand the best of grammar, using the verb tense and

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<sup>25</sup> D. Nunan (2003), *Second Language Teaching & Learning*, Boston: Heinle & Heinle Publisher, Page: 88.

sentence pattern. They only know the grammar in Indonesia, but in reality writing in English is not same with Bahasa. In Bahasa, we do not have a role to write something, in English should use it, to write a recount text some of them are confuse and make errors, they do not master the use of verb in recount text. Sometimes they forgot to change the verb like first verb to second vern in recount text. The process of this study can be seen in the following figure:

**Figure 2.2 the Conceptual Framework**



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research will use qualitative research. According to Sugiyono said that qualitative research method is a research method based on the concept of postpositifsime, which to the public on the condition of natural objects.<sup>26</sup>

According to Salim and Syahrumsaid that qualitative research method is a type of research that the discovery procedure does not employ statistical or quantification procedures.<sup>27</sup>

Qualitative research is characterized by verbal description as its data. It means that data of the study was analyzed by describing, identifying and analyzing the text. Descriptive research means that the data of the study was described or explained.

#### B. Research Setting and Sample

The subject of the study is the class of eleventh grade students of MAS Tahfizhil Qur'an Medan at Williems Iskandar/Pancing street in the academic year 2017/2018, which consist of two classes, they are XI IPA and XI IPS. XI IPA. The sample of this research is class XI IPA-1 and XI IPS-1. Reseachers chooses the sample from IPA is 15 students and IPS is 15 students to analyze their writing.

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<sup>26</sup> Sugiyono, (2013), *Statistik untuk Penelitian*, Bandung: Alfabet, p.15

<sup>27</sup> Salim and Syahrumsaid, (2016), *Metodologi Penelitian Kualitatif*, Bandung: Ciptapuskataka Media, p.41

Therefore, the total number of the students will be taken are 30 students to be analyze by using random sampling.

### **C. Data Collection**

In getting the data from the location, the researcher use instrument as following:

#### **C.1. Interview**

The aimed of this interview to get more informations about the students will research. The reasons of the students into two groups make the grammatical errors in writing recount text.

#### **C.2. Test**

The test will arrange according to the indicators that are important to the researcher. The students will given the test which free recount writing made by the students that will be use as the data to be analyze. The researcher asks the students to write a recount text. The students will have 60 minutes to write a recount text and they may write anything wat they want.

The researcher will be use an writing test as the instrument of her research. In the test the students asked to write a recount text based on their experiences. Then their recount text writing observed and analyzed of errors; articles, singular-plural, verb tense and word form. And for the causes of errors they are intralingual transfer, interlingual transfer, context of learning, and communication strategies.

The first, the researcher prepare the instrument of the test. Second, the writer ask permission to the headmaster of Madrasah Aliyah Tahfizil Qur'an Medan to do the research. Next, the researcher give the test to the students, but before the students write the test, the researcher give the explanation and instruction first to the students how to do the test. After that, the data is collected. After the data has collected, the researcher identify students' writing grammatical errors classification to find the most common errors and to find the causes of errors. The last after get the result the data is interpreted.<sup>28</sup>

**Table 3.1 Scale for Assessing the Students' Grammatical Error in Writing  
Recount Text**

No	Types of Error	Words of Error	Number of Error
1	Article		
2	Singular-plural		
3	Verb tense		
4	Word form		
<b>TOTAL</b>			

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

The data will be analyzed by using documentary technique of Miles and Huberman, they state that the documentary technique consist of three concurrent steps are data collection, data reduction, data display and concluding drawing or verivication.<sup>29</sup>

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<sup>28</sup> Isnawati, Ida, (2015), *Instruction Evaluation 1*. Unpublished, p.45

<sup>29</sup> Miles and Huberman, (2014), *Qualitative Data Analysis*, Amerika: SAGE Publication, inc, p. 14

### D.1. Data Reduction

Data reduction aimed at the processing the raw that appear in the written-up field notes in order to be analyzed. The process could be in form of selecting, focusing, simplifying, abstracting and transforming. In this study, the first step of data reduction is the process of selecting data. In this process the text will be separated into sentences. Then after sselecting data, it focus on grammatical error. The nest step is simplifying, in this process the grammatical error will underline in order to make the easier to classified into type of grammatical error based on Betty Schramper Azar. The researcher will be placed the data into table. And then abstacting, the researcher will be described the data analysis in the tabulation and together with research finding in this research. the last step is transforming, the researcher will be displayed the data by making written summary of grammatical errors.

### D.2. Data Display

The data display refers to organizing data. Drawing conclusion from the mass of data, Miles and Huberman suggest that a good display of data in the forms of table, charts, networks and other graphical format is essential. In this study the types of errors display in the form of table to classify the grammatical errors. The data will be transformed of the written summary into table.

### D.3. Conclusion Drawing or Verivication

The analysis allows the researcher to begin developing conclusions regarding to the study, these conclusions can be verified. It is done be deciding what the data means of finding after reading display or table in this study.

## **E. Research Procedure**

The procedures that used in this research will be the following:

### **E.1. Test**

To collect the data, the researcher will come to the class and ask the students to write recount text, they are writing the recount text in theme “their activity during holiday at Sunday”.

### **E.2. Analyze**

The researcher will be collected their worksheet and trying to analyze their writing recount text. In this way, the researcher will try to get data as objective as possible.

After collecting the data from the test, the students’ writing is analyzed by focusing on their grammatical errors. The techniques of data analysis used in this research are descriptive analysis and quantitative technique which allows the writer to describe some students’ errors and to use numerical data in this research.

## **F. Trustworthiness**

To strengthen the truth of the data and findings of research results, a data can be said to be legitimate that is trusted. The validity of the data can be intended to obtain the level of trust associated with how far the truth of the research results reveal and clarify the data with actual fact in the field, if it meets four criteria that are:

### F.1 Credibility

That works firstly, carrying out the inquiry in such a way that the degree of confidence of the invention can be achieved, secondly, demonstrating the confidence of the findings by the researcher's evidentiary proof of the double reality under investigation.

### F.2. Transferability

That is the criteria for knowing whether there are similarities between the delivery context and the recipient.

### F.3. Dependency

That is the criteria used to assess whether the research technique is of a quality in terms of the process.

### F.4. Confirmability

That is the criterion comes from non qualitative objectivity. something that can be objective or not depending on one's views, opinions, and meetings.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

There were four types of errors found in the writing recount text by Natural Science and Socla Science students in Madrasah Aliyah Tahfizhil Qur'an Medan including, verb tense, article, singular/plural and wor form.

##### A.1 Data

The data were analyzed grammatical error based on betty Schramfer Azar's Error Analysis Category. Betty Schramfer Azar are classified into: word form, word choice, verb tense, article, singular/plural, and run-on sentence.

After analyzing data taken from the writing recount text collected made by Natural Science and Social Scienceat eleventh grade in Madrasah Aliyah Tahfizhil Qur'an, the researcher was found four types of grammatical errors. The classification of grammatical errors consists of errors of verb tense, article, singular/plural and word form.

A.1.1. The grammatical errors do the students in Natural Science and Social Science

The students in Natural Science and Social Science were do the errors in verb tense, article, singular/plural and word form in writing recount text. The table we can see below:

**Table 4.1. The Words of Errors of Data Analysis of Grammatical Errors in  
Recount Text by Natural Science Students**

<b>No</b>	<b>Kinds of Error</b>	<b>Words of Error</b>	<b>Number of Error</b>
1	Verb	Go, are go, arrive, buy, buy, buy, meet, go, take, arrive, give, doesn't, wake, praying, am memorize, go, living, graduate, going, meeting, pick, come, see, show, arrange, go, rush, get, pick, yesterday is, yesterday I am busy, boring, decide, take, I am memorized	35 errors
2	Article	An Manggo, an grape, an Bread, an Juice, in a place, a hour, the activity	7 errors
3	Singular/plural	Twins, 4 group, brother, grocery, uncles, aunts, 5 month, moments, brother	9 errors
4	Word form	Some fruit	1 error

Based on the classifications of errors in Natural Science students, it was found that 52 errors occurred from 15 students were do error in writing recount text. The explanations about them could be seen below:

a. Verb tense

Verb was the type of error which got the highest total percentage of grammatical errors occurred. There were 35 errors found. Based on the analysis, there were some cases the students made errors in producing verb form.

1) Students made errors in producing verb past form. They still used verb present in the sentences whereas they wrote about their past experience. So, they failed to recognize changed verb present into verb past in regular and irregular verbs. The examples could be seen below.

- I **pick** up by my family from the dorm. (It should be "*I pick up by my family from the dorm.*")
- Yesterdaay, I and my friend **go** to the market. (It should be "*I and my friend went to the market*")

The words "pick" and "go" should be changed into regular (-d/ -ed) or irregular verb past to indicate the past tense of "take" and "go" because the students wrote the text based on their past experience so it must be changed into past tense.

2) Students also added auxiliary verb which did not need it in the sentences actually. So, the sentence became wrong. The examples illustrated below.

- I **am memorized** without nerveous. (It should be: "*I memorized without nerveous*")
- I **meeting** with my grandmother. (It should be: "*I met with my grandmother*")

The word "am" and "-ing" should be erased in those sentences. The errors occurred because of the presence of the word that must not be appeared in sentences. The auxiliary verb is used to indicate passive voice, adjective, and

progressive tense. So, that's why error occurred in those sentences. The data could be seen in appendix 2 page 63.

b. Article

The errors of article in Natural Science was 7 cases with percentage 13,46% and Social Science was 4 cases with percentage 12,12%. The errors of article happened because some students made errors in placing article in their sentence. They did not know that every article had their own function. So, the students still confuse to choose and to use the word to be the right article. The examples could be seen below:

- That is **a** activity in dormitory and the sleeping time is less. (It should be "*that is **an** activity in dormitory and the sleeping time is less*")
- Half **a** hour later everything was getting together and we were warming up before practice. (It should be "*half **an** hour later everything*")
- My mother buy some fruit like **an** Manggo, an Orange and **an** Grape and my brother buy **an** Bread. (It should be "*my mother buy some fruit like **a** Manggo, an Orange and **a** Grape and my brother buy **a** Bread*")

The students simply wrote article without knowing its function. The students could not write the words "a" and "an" because it did not match with the words. The function of article "a" to show the consonant letters and article of "an" to show the vocal letters (a, i, u, e, o). The word "hour" it should be use "an"

because the word “hour” was read by the vocal letter in the first word, so should use “a” not “an” for the article. The data could be seen in appendix 2 page 66.

c. Singular/plural

The errors of article in Natural Science was 9 cases with percentage 17,30% and Social Science was 7 cases with percentage 21,21%. The errors of singular/plural happened because some students made errors in adding –s/-es in their word. They did not know that –s/-es can change the meaning of the word. So, the students still confuse to choose and to use the letter to be the right word.

The examples could be seen below:

- And after all the **participant** have appeared when the announcement was read. ( It should be “*and after all the **participants** have appeared when the announcement was read*”)
- My **brother** Surya and Sarga are **twins**. ( It should be “*my **brothers** Surya and Sarga are **twin***”).
- In front of **brother** Jaka and Dani. ( It should be “*in front of **brothers** Jaka and Dani*”)

The students wrote singular/plural in word without knowing the different of those. The students could not different both of them when we can adding –s/es of words. The –s can use in word that have consonants letter in the end or suffix and –es can use in word that have vocal letter in the end or suffix. The data could be seen in appendix 2 page 67.

d. Word form

Word form is particular form of word; especially each of the possible forms taken by a given lexeme, typically distinguished by their grammatical inflections.

The errors of word form in Natural Science was 1 cases with percentage 1,92% and Social Science was 3 cases with percentage 9,09%. The errors of word form happened because some students made errors in adding suffix and affix in their word. They did not know that suffix and affix correctly and also can change the meaning of the word. So, the students still confuse to add and to use the letter to be the right word. The examples could be seen below:

- The ball going to my head and **some friend** laughed at me. (It should be "*the ball going to my head and **some friends** laughed at me*")
- Before we arrive my mother buy **some fruit**. (Its should be "*before we arrive my mother buy **some fruits***")
- The **first years** I joined my class be a champion. (It should be "*the **first year** I joined my classs be a champion*")

The students wrote word form without knowing the suffix and affix correctly. The students could not different both of them when we can adding suuffix and affix of words. Word "some" showed that noun was plural so, fruit should adding suffix "s" become some fruits. And word "first" is a singular noun so, it should not add suffix "s" in year. It should be first year. The data could be seen in appendix 2 page 69.

**Table 4.2. The Words of Errors of Data Analysis of Grammatical Errors in  
Recount Text by Social Science students**

<b>No</b>	<b>Kinds of Error</b>	<b>Words of Error</b>	<b>Number of Error</b>
1	Verb	Go, go, wake, buy, go, come, are need, start, take, finish, rest, bring, find, rush, take, buy, become, get, given	19 errors
2	Article	A activity, The shirt, the hour, a best	4 errors
3	Singular/plural	Friend, roomates, participant, supply, brother, friend, an friend	7 errors
4	Word form	Some shirt, some friend, first years	3 errors

Based on the table above, it can be seen that the classifications of errors in Social Science students, it was found that 33 errors occurred from 15 students were do error in writing recount text. The explanations about them could be seen below:

a. Verb tense

Verb was the type of error which got the highest total percentage of grammatical errors occurred. There were 35 errors found. Based on the analysis, there were some cases the students made errors in producing verb form.

- 1) Students made errors in producing verb past form. They still used verb present in the sentences whereas they wrote about their past experience. So, they failed to recognize changed verb

present into verb past in regular and irregular verbs. The examples could be seen below.

- I **pick** up by my family from the dorm. (It should be "*I pick up by my family from the dorm.*")
- Yesterdaay, I and my friend **go** to the market. (It should be "*I and my friend went to the market*")

The words "pick" and "go" should be changed into regular (-d/ -ed) or irregular verb past to indicate the past tense of "take" and "go" because the students wrote the text based on their past experience so it must be changed into past tense.

2) Students also added auxiliary verb which did not need it in the sentences actually. So, the sentence became wrong. The examples illustrated below.

- I **am memorized** without nerveous. (It should be: "I **memorized** without nerveous")
- I **meeting** with my grandmother. (It should be: "I **met** with my grandmother")

The word "am" and "-ing" should be erased in those sentences. The errors occurred because of the presence of the word that must not be appeared in sentences. The auxiliary verb is used to indicate passive voice, adjective, and progressive tense. So, that's why error occurred in those sentences. The data could be seen in appendix 3 page 70.

b. Article

The errors of article in Natural Science was 7 cases with percentage 13,46% and Social Science was 4 cases with percentage 12,12%. The errors of article happened because some students made errors in placing article in their sentence. They did not know that every article had their own function. So, the students still confuse to choose and to use the word to be the right article. The examples could be seen below:

- That is **a** activity in dormitory and the sleeping time is less. (It should be “*that is **an** activity in dormitory and the sleeping time is less*”)
- Half **a** hour later everything was getting together and we were warming up before practice. (It should be “*half **an** hour later everything*”)
- My mother buy some fruit like **an** Manggo, an Orange and **an** Grape and my brother buy **an** Bread. (It should be “*my mother buy some fruit like **a** Manggo, an Orange and **a** Grape and my brother buy **a** Bread*”)

The students simply wrote article without knowing its function. The students could not write the words “a” and “an” because it did not match with the words. The function of article “a” to show the consonant letters and article of “an” to show the vocal letters (a, i, u, e, o). The word “hour” it should be use “an” because the word “hour” was read by the vocal letter in the first word, so should use “a” not “an” for the article. The data could be seen in appendix 3 page 76.

### c. Singular/plural

The errors of article in Natural Science was 9 cases with percentage 17,30% and Social Science was 7 cases with percentage 21,21%. The errors of singular/plural happened because some students made errors in adding –s/-es in their word. They did not know that –s/-es can change the meaning of the word. So, the students still confuse to choose and to use the letter to be the right word. The examples could be seen below:

- And after all the **participant** have appeared when the announcement was read. ( It should be “*and after all the **participants** have appeared when the announcement was read*”)
- My **brother** Surya and Sarga are **twins**. ( It should be “*my **brothers** Surya and Sarga are **twin**”*).
- In front of **brother** Jaka and Dani. ( It should be “*in front of **brothers** Jaka and Dani*”)

The students wrote singular/plural in word without knowing the different of those. The students could not different both of them when we can adding –s/es of words. The –s can use in word that have consonants letter in the end or suffix and –es can use in word that have vocal letter in the end or suffix. The data could be seen in appendix 3 page 77.

#### d. Word form

Word form is particular form of word; especially each of the possible forms taken by a given lexeme, typically distinguished by their grammatical inflections.

The errors of word form in Natural Science was 1 cases with percentage 1,92% and Social Science was 3 cases with percentage 9,09%. The errors of word form happened because some students made errors in adding suffix and affix in their word. They did not know that suffix and affix correctly and also can change the meaning of the word. So, the students still confuse to add and to use the letter to be the right word. The examples could be seen below:

- The ball going to my head and **some friend** laughed at me. (It should be "*the ball going to my head and **some friends** laughed at me*")
- Before we arrive my mother buy **some fruit**. (Its should be "*before we arrive my mother buy **some fruits***")
- The **first years** I joined my class be a champion. (It should be "*the **first year** I joined my classs be a champion*")

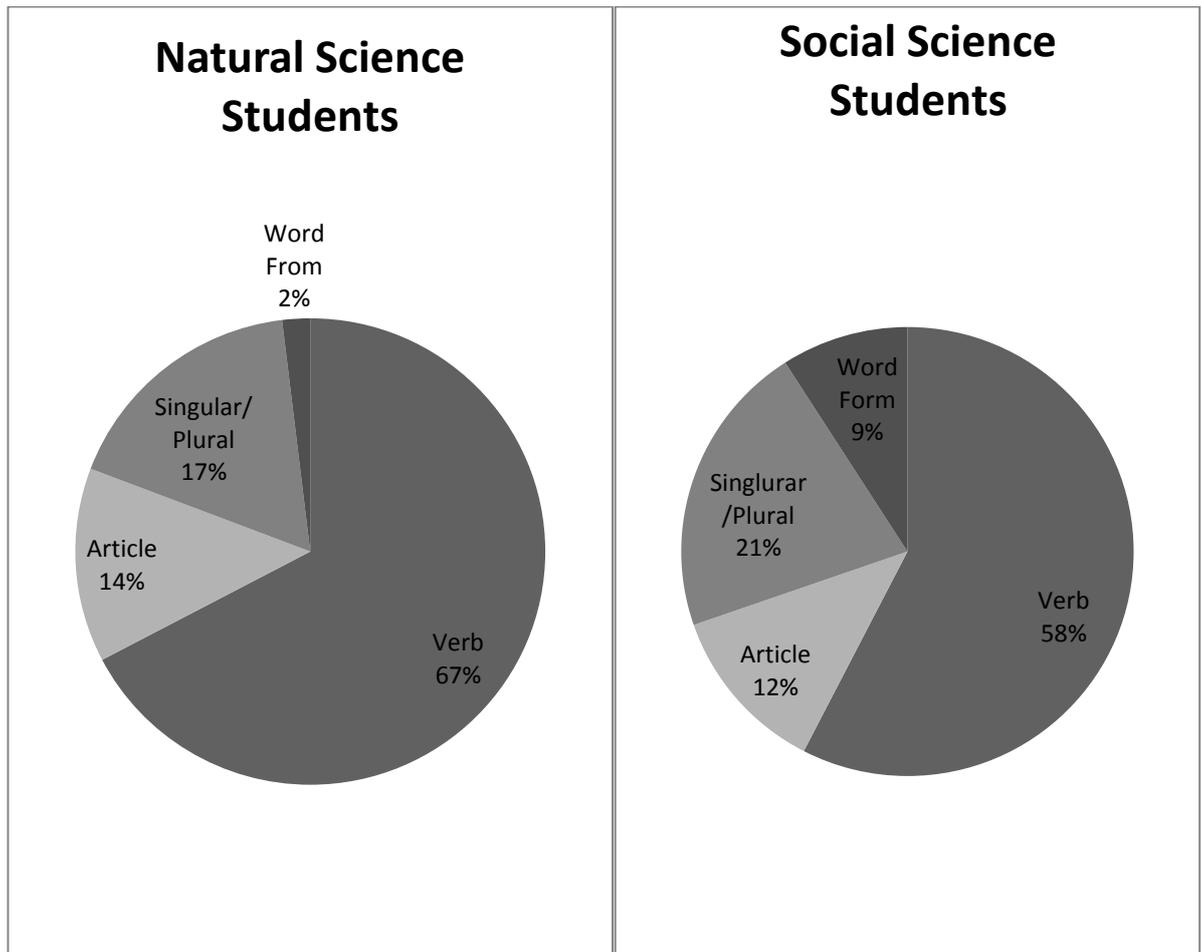
The students wrote word form without knowing the suffix and affix correctly. The students could not different both of them when we can adding suuffix and affix of words. Word "some" showed that noun was plural so, fruit should adding suffix "s" become some fruits. And word "first" is a singular noun so, it should not add suffix "s" in year. It should be first year. The data could be seen in appendix 3 page 78.

Based on the 2 tables (table 4.1 and 4.2) above, it can be seen that errors of verb tense got the highest errors in Natural Science and Social Science, which means that this kind of grammatical errors dominantly occurred. The students in Natural Science and Social Science were do the error in writing recount text. The students in Natural Science were do errors in verb 35 errors, article 7, singular/plural 9 errors and word form 1 error. Social Science were do errors in verb 19 errors, article 4 errors, singular/plural 7 errors and word form 3 errors. The students in Natural Science most high in error, almost of the errors do by them expect word form. They were do error in word form was 1 error.

A.1.2. The dominant grammatical error made by students in Natural Science and Social Science

The students in Natural Science and Social Science were do the errors in verb tense, article, singular/plural and word form in writing recount text and the dominant error made by students in Natural Science and Social Science in writing recount text were verb. We can see from the diagrams below:

**Table 4.3. The Diagram of Dominant Error of Grammatical Errors**



Based on the diagram of the Natural Science above, the students of Natural Science were do error in grammar, the error was do by 15 students in Natural Science class. They are verb, article, singular/plural and word form. The percentage of them were verb 67%, article 14%, singular/plural 17% and word form 2%.

Based on the diagram of the Social Science above, the students of Social Science were do error in grammar, the error was do by 15 students in Socila Science class. They are verb, article, singular/plural and word form. The

percentage of them were verb 58%, article, 12%, singular/plural 21% and word form 9%.

The students of Natural Science were do error on verb tense 35 words error or 67% and in Social Science were do error on verb tense 19 words error or 57%. Therefore, the students of Natural Science were highest do the error than the students in Social Science. Not only on verb, the students of Natural Science also do error in article, singular/plural and word form and they were doing the errors and be the highest error in writing recount text. And the students of Social Science were highest do the error on word form than students in Natural Science.

#### A.1.3. The difference of grammatical errors made by students in Natural Science and Social Science

The students in Natural Science and Social Science were do the errors in verb tense, article, singular/plural and word form in writing recount text and the difference of grammatical errors made by students in Natural Science and Social Science in writing recount text we can see from the table below:

**Table 4.6 The Difference of grammatical error made by students in Natural Science and Social Science**

No	Kinds of Error	Number of Error		Percentage	
		Natural Science	Social Science	Natural Science	Social Science
1	Verb Tense	35 errors	19 errors	67%	58%
2	Article	7 errors	4 errors	14%	12%
3	Singular/Plural	9 errors	7 errors	17%	21%
4	Word Form	1 error	3 errors	2%	9%
<b>TOTAL</b>		<b>52 errors</b>	<b>33 errors</b>	<b>100%</b>	<b>100%</b>

Based on the table above, the different of Natural Science and Social Science were the numbers of verb was doing by two groups. They was doing the most errors on the verb, but the numbers of errors by two groups was different and Social Science students fewer errors in verb and Social Science students most doing errors in the verb. Natural Science students have 35 errors or 67% and Social Science students have 19 errors or 58%, so Natural Science is higher do error than Social Science. In article Natural Science students have 7 errors or 14% and Social Science students have 4 errors or 12%, so in article Natural Science is a higher do error than Social Science. In singular/plural Natural Science students have 9 errors or 17% and Social Science students have 7 errors or 21%, so in singular/plural Natural Science is a lower do error than Social Science. In word form Natural Science students have 1 error or 2% and Social Science students have 3 errors or 9%, so in word form Natural Science is a lower do error than Social Science.

The students in Natural Science and Social Science was do error in writing recount text, because they are not understand about tenses and regular and irregular verb. They only know about the kinds of tenses but they do not know the aim of tenses, when we should use that for a sentence. In writing recount text we should use past tense as a tenses, in past tense use the Verb 2 (second verb) as a verb. To change the verb they should know the kinds of verb, such as regular verb or irregular verb. The students in Natural Science and Social Science still confused to change the word, such as “buy” be “bought”, “wake” be “woke”.

Therefore, they do errors in grammar and almost the error is verb tense. The students in Natural Science and Social Science were do error in verb, but the students in Natural Science was highest than students in Social Science. So that, the students in Social Science was understand about writing recount text and also know about tenses and regular and irregular verb, so they were do error less than Natural Science in writing recount text.

A.1.4. The result of interview of the students in Natural Science and Social Science

The students in Natural Science and Social Science were do the errors in verb tense, article, singular/plural and word form in writing recount text. They were do error in writing because they are almost do error in verb tense especially writing regular verb (-e or -ed) and irregular verb.

Based on interview was do in Natural Science students, they had error in grammar because they did not know about verb.

a. Error in verb.

The students in Natural Science did not know about verb especially regular verb and irregular verb because, they did not know about tense and to changes the verb from the first verb to second verb. In regular verb almost of them understood of it, because in regular verb only change the verb and add -e or -ed in the last of letter. But in irregular they did not understand because the verb in here should change the letter of the verb.

Based on interview was do in Social Science students, they had error in grammar because they did not know about the used tense of the recount text and also the verb correctly.

a. Error in tense

The students in Social Science did not know about the kind of tense used in recount text. They only knoww about the simple present tense early. For the simple past tense they still confused to arrange the sentence using by pattern of simple past tense well.

b. Error in verb

The students in Social Science did not know about verb, because they did not understand about the tense early. In recount text should using second verb as a verb, so the students still connfused to used it. in verb tense has 2 kinds of verb, they are regular verb and irregular verb. To change verb in regular verb, the verb should change and add -e or -ed in the last of letter, and irregular verb should change the letter of the verb.

Based on interview of the student initial EA, on May 29<sup>th</sup> 2018 said that, “I have been studying recount text, understanding about the definition, I can to write it use the tense and the type of tense in writing recount text, I understand about the verb, especially about regular verb and irregular verb. According to me writing recount text is a little difficult because in here I’m still confused in regular verb and irregular verb.

From the statement above the researcher can elaborate the student initial EA, still having a little difficulty in writing recount text, because the problem she faced was only about irregular verb which to change one irregular verb is still difficult to do, so she still confused to change it well.

Based on interview of the student initial DI, on May 29<sup>th</sup> 2018 said that, “I have been studying recount text and I do not understand what is recount text and to write it into sentence also I do not know, for tense used I do not know it and understand it less. Whereas for verb changes I understand it a bit because I have learned about previous verb changes. In my opinion, to write a recount text so difficult because of having to determine tense first.

From the statement above the researcher can elaborate the student initial DI, he can not write recount text because it does not understand the meaning of recount text and also does not understand what tense is used in recount text, so to write recount text she finds it difficult because it should know first the tense form.

Based on the interview of the students in Natural Science and Social Science, they said that they are ever studying recount text and knowing the term of it. For them writing recount text is difficult, because they did not know about

the tenses and regular and irregular verb correctly. They also difficulty in change the verb into the second verb. For the regular verb they still can to change the verb but the irregular verb they got confused and made the first verb be a second verb, so they felt difficult to write it. Sometimes the students also use the present tense and continuous tense to write recount text. Because the present tense is easy to write it. Some students did not know to write recount text correctly, the tenses of recount text and how to change the regular verb and irregular verb, so the students still confuse to use tenses correctly and grammatically. Some of them said that writing recount text is easy, because only focus for tenses and verb and to change the verb is not difficult but can make confused in irregular verb.

Writing recount text is little difficult according to students in Natural Science, because in recount text use past tense, in past tense the verb should use regular verb or irregular verb, the verb in regular verb is easy because it is change be the second verb it will change when add the letter -e or -ed, and irregular verb is difficult to change it, because the verb when will be changed into second verb is different from the first verb and in irregular verb there is something verb do not be changed from the first verb to third verb.

It almost same with students in Social Science, they were do errors in tenses, they knew the tenses of recount text but they still lost to wrote it. Some of them confused in verb, regular and irregular verb especially in irregular verb. according to them recount text is difficult study to learn it, because they did not know the clear of recount text. In writing recount text should understand about the verb, they are still low to understand it.

## **B. Discussion**

In this researcher was found four types of grammatical errors in writing recount text made by Natural Science and Social Science. They were verb tense, article, singular/plural and word form. The difference of student's writing recount text is grammatical error made by Natural Science and Social Science. The research data were relevant with Betty Schramfer Azar's Error Analysis Category.

In this study, Social Science has a better in writing because they are less in error than Natural Sciece. Sofa Marwah (2016) the researcher concluded that they do dominant error in verb, they made errors because some of students commonly make grammar mistakes in their learning especially in writing such as tenses.

Based on the findings above, their differences grammatical errors in writing recount text surely it's expressed their differences.

1. From analysing of 30 students' writing recount text the researcher found the differences of students of Natural Science and Social Science there are 15 students of Natural Science were do error on verb 35 errors, article 7 errors, singular/plural 9 errors and word form 1 error. And 15 students of Social Science were do error on verb 19 errors, article 4 errors, singular/plural 7 errors and word form 3 errors.
2. The dominant of errorin grammar is verb, students of Natural Science got 35 errors and students of Social Science got 19 errors. It means that students of Natural Science have more errors thank students of Social Science or students of Social Science better than Students of Natural Science.

## **CHAPTER V**

### **CLOSING**

In this chapter, the researcher presents the conclusion, recommendation and implication dealing with the data analysis of research.

#### **A. Conclusion**

Based on the data and analysis that has been presented in the previous chapter, the researcher concludes the study based on the problem of the study.

They can be seen as follows:

1. The result shown that the total of grammatical error made by Natural Science having errors were 52 words and the types were 4 there are errors of verb tense were 35, article were 7, singular/plural were 9 and word form was 1. And error made by Social Science having errors were 33 words and types were 4 there are errors of verbs were 19, article were 4, singular/plural were 7 and wrd form were 3.
2. The result shown that the dominant errors were made by the students of Natural Science and Social Science were verb tense. The Natural Science were 35 and Natural Science were 19.
3. The result shown that the difference of errors were do the students of Natural Science and Social Science were the number of errors on verb. The students in Natural Science were 35 errors on verb and Social Science were 19 errors on verb.

4. There were errors do the students, especially in tense to arranged the simple past tense, in verb to change the regular verb and irregular verb and singular/plural incorrectly.

### **B. Recommendation**

Based on the significances of the study, this study aims to give benefit contribution as the following:

- a. For the headmaster is to help them to give the suggestions for the teachers to increase the teachers and students in learning procees in the class.
- b. For the teacher is to help them to make the new strategies in teaching grammar.
- c. Students, this study will give new information that will be useful for their learning process of stucture field. They also know what aspect in grammar whis is difficult for them, so they can improve their studying.
- d. For the researchers who are interested in the same research to study and analyze the grammatical field deeply.
- e. Proof readers, this study is useful so that they can help the other researcher to correct the writing's structures.

### **C. Implications**

- a. For the teacher can easy to teach in the class using the strategies, especially in Natural Science and Social Science in leraning process.
- b. For the students can improve their grammar and will be easy to learnig structure.

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*Appendix 3*

No	Type of Error	Sentences	Meaning
1	Verb tense	Yesterday, I and my friend <b>go</b> to the market.	Yesterday showed that activity in the past, so it should be written in past tense, the word are go should be <b><u>went</u></b> .
		We want <b>go</b> to Carrefour to buy some shirt and jeans.	It refers to activity in the past and have been done, so it should be written in past tense, the word go should be <b><u>went</u></b> .
		In the morning we <b>wake</b> up and take a bath.	It refers to activity in the past and have been done, so it should be written in past tense, the word wake should be <b><u>woke</u></b> .
		We <b>go</b> to market by bus.	It refers to activity in the past and have

			been done, so it should be written in past tense, the word go should be <b><u>went</u></b> .
		We <b><u>look</u></b> some shirt and we <b><u>buy</u></b> an shirt.	It refers to the describing of activity in the past and have been done, so it should be written in past tense, the word look and buy should be <b><u>looked and bought</u></b> .
		After that we have lunch in Resto and than we <b><u>come</u></b> back.	The word after showed the activity in the past and have been done, so it should be written in past tense, the word come should be <b><u>came</u></b> .
		I <b><u>pick</u></b> up by my family.	It refers to activity in the past and have been done, so it

			should be written in past tense, the word pick should be <b><u>picked.</u></b>
		My family who <b><u>come</u></b> from Tanjung Morawa immediately visiting me.	It refers to activity in the past and have been done, so it should be written in past tense, the word come should be <b><u>came.</u></b>
		The grandmother who <b><u>see</u></b> me jumped and kissed me.	It refers to activity in the past and have been done, so it should be written in past tense, the word see should be <b><u>seen.</u></b>
		Time already so fast, already <b><u>show</u></b> 4 o'clock.	It refers to activity in the past and have been done, so it should be written in past tense, the word show should be <b><u>showed.</u></b>

		I missed them so much because I <b><u>living</u></b> them when I was child.	It refers to activity in the past and have been done, so it should be written in past tense, the word living should be <b><u>was living.</u></b>
		After <b><u>graduate</u></b> from Junior high school I follow my parents living at Kp. Baru.	The word after showed the activity in the past and have been done, so it should be written in past tense, the word graduate should be <b><u>graduated.</u></b>
		I did not have time to <b><u>going</u></b> to there.	The word going should be change be <b><u>go,</u></b> because this is in the negative sentence.
		After my schedule had finished, I <b><u>meeting</u></b> with my grandma.	The word after showed the activity in the past and have been done, so it

			should be written in past tense, the word meeting should be <b><u>was meeting.</u></b>
		Yesterday <b><u>is</u></b> my best weekend, almost 5 month of school I never go home and together with family.	yesterday showed the activity in the past and have been done, so it should be written in past tense, the word is should be cut and change be <b><u>was.</u></b>
		I <b><u>am busy</u></b> to sleep and picnic with my family, because this happen only few for a year.	It refers to activity in the past. So the auxiliary am should use <b><u>was.</u></b>
		I was boring and <b><u>decide</u></b> to sleep.	It refers to activity in the past and have been done, so it should be written in past tense, the word decide should be <b><u>decided.</u></b>

		When I sleep my brother <b><u>are disturb</u></b> me and <b><u>take</u></b> me to Hill Park and the last my family go there.	It refers to activity in the past. So the auxiliary are should use <b><u>were.</u></b> And take should be <b><u>took.</u></b>
		I <b><u>am memorize</u></b> Al-qur'an after 8 am.	It refers to activity in the past. So the auxiliary am should use <b><u>was.</u></b>
		My frequency was <b><u>pick up</u></b> by an Islamic school uncle to his house.	It refers to activity in the past and have been done, so it should be written in past tense, the word pick up should be <b><u>picked up.</u></b>
		After in a place <b><u>I am memorize</u></b> not nervous	After showed the activity in the past. So the auxiliary am should be <b><u>was memorized.</u></b>
		I hurriedly <b><u>arrange</u></b> grocery into the kitchen.	It refers to the describing of activity, it should be

			written in the past, so the word arrange should be <b><u>arranged.</u></b>
		After eating and washing my dishes <b><u>go</u></b> into the room.	The word after showed the activity in the past and have been done, so it should be written in past tense, the word go should be <b><u>went.</u></b>
		When awakend from sleep it was already afternoon and I <b><u>rush</u></b> to bathe and have dinner with family.	It refers to the describing of activity, it should be written in the past, so the word rush should be <b><u>rushed.</u></b>
2	Article	Half <b><u>a hour</u></b> later everything was getting together and we were warming up before practice.	Hour is a vowel sound letter on the first letter, so activity should be <b><u>an hour.</u></b>
		After in <b><u>an place</u></b> I am memorized not nerveous.	Place is a consonant letter on the first letter, so place is

			should be <b><u>a place.</u></b>
		That is a activity in dormitory and the sleeping time is less.	Activity is a vowel letter on the first letter, so activity should be <b><u>an activity.</u></b>
		Wee look some shirt and we buy <b><u>the shirt.</u></b>	the word the refers to buy one shirt, so should be change <b><u>a shirt.</u></b>
3	Singular/plural	My <b><u>brother</u></b> they are twins.	They showed that the plural noun, so the word brother should adding 's' in suffix and be <b><u>brothers.</u></b>
		I am really like this <b><u>moments.</u></b> my <b><u>uncles</u></b> and my <b><u>aunts</u></b> are busy cleaning the house and I look after their child.	The words moments, ucles and aunts are the plural noun, but the aimed of writer not like that, so 's' should be erase and be <b><u>moment, uncle, aunt,</u></b>
		I hurriedly arrange	The word arrange

		grocery into the kitchen.	grocery showed the noun was plural, so it should adding 'es' become <b><u>groceries.</u></b>
		As we warm up we split the training group into <b><u>4 group.</u></b>	Four showed that plural, so group should adding 's' in suffix become <b><u>4 groups.</u></b>
4.	Word form	We want to buy <b><u>some shirt</u></b> and jeans.	Some showed that noun was plural, so shirt should adding in suffix 's' become <b><u>some shirts.</u></b>

*Appendix 4*

No	Type of Errors	Sentences	Meaning
1	Verb	Yesterday, we <b><u>are go</u></b> to by car.	Yesterday showed that activity in the past, so it should be written in past tense, the word are go should be <b><u>went.</u></b>
		We go to my uncle house before we <b><u>arrive.</u></b>	It refers to activity in the past, the word arrive should be <b><u>arrived.</u></b>
		My mother <b><u>buy</u></b> some fruit.	The word buy should be written in past tense Should be <b><u>bought.</u></b>
		After we <b><u>buy</u></b> from market, my mother <b><u>meet</u></b> his friend and then we <b><u>go</u></b> to his friend house and my mother <b><u>take</u></b> an Durian in his friend	After showed the activity was done, so it should be written in past tense, the word buy, meet, go and take should be <b><u>bought, met, went,</u></b>

	house	<b><u>and took.</u></b>
	And after this, we <b><u>arrive</u></b> in my uncle house and we have take a rest and my mother <b><u>give</u></b> an juice and I <b><u>does not</u></b> like juice.	After showed the activity was done, so the word arrive, give and does not should be <b><u>arrive, gave and did not.</u></b>
	Me and my friends prepared everything we <b><u>are needed</u></b> for the game and after it was done.	It refers to activiy in the past. So the auxiliary are should use <b><u>were.</u></b>
	We <b><u>start</u></b> to prepare and the game started.	It showed past tense from the word started, so the word start should be <b><u>started.</u></b>
	Yesterday, I <b><u>attend</u></b> the MTQ race at school.	Yesterday showed the tense was past tense, so it should be <b><u>attended.</u></b>
	I <b><u>become</u></b> a messenger for my	It refers to activity in the past, so it should

		<p>class in one class there were 3 representative.</p>	<p>be <b><u>became.</u></b></p>
		<p>We come hostile with and anxious heart, post Security when he <b><u>get</u></b> in we were not scoided but in the hostle dorm guard saw us and berated us in front of brother Jaka and Dani.</p>	<p>It refers to activity in the past and have been done, so it should be written in past tense. The word get should be <b><u>got.</u></b></p>
		<p>I <b><u>take</u></b> ablution and prayer.</p>	<p>It refers to activity in the past and have been done, so it should be written in past tense. The word take should be <b><u>took.</u></b></p>
		<p>After I <b><u>finish</u></b> the shower and immediately to the field.</p>	<p>After showed the activity was done, so it should be written in past tense and the word finish should be <b><u>finished.</u></b></p>

		<p>After I <b><u>rest</u></b> and drank the water I <b><u>bring</u></b> from home.</p>	<p>It refers to activity in the past and have been done, so it should be written in past tense. The word rest and bring should be <b><u>rested</u></b> and <b><u>brought</u></b>.</p>
		<p>They <b><u>given</u></b> me the real friend.</p>	<p>It refers to activity in the past and have been done, so it should be written in past tense. The word given should be It refers to activity in the past and have been done, so it should be written in past tense. The word given should be <b><u>gave</u></b>.</p>
		<p>When they <b><u>find</u></b> out I was sick.</p>	<p>It refers to activity in the past and have been done, so it</p>

			should be written in past tense. The word find should be <b><u>found.</u></b>
		They <b><u>rush</u></b> to UKS and <b><u>take</u></b> the equipment and <b><u>buy</u></b> me medicine.	It refers to activity in the past and have been done, so it should be written in past tense. The word rush, take, and buy should be <b><u>rushed, took, and bought.</u></b>
2	Article	My mother buy some fruit, like <b><u>an Manggo</u></b> , an Orange and <b><u>an Grape</u></b> , and my brother buy <b><u>an bread</u></b> .	Manggo, Grape and bread are a consosnant on the first letter, so Manggo, Grape and Bread should be <b><u>a Manggo, a Grape and a bread.</u></b>
		And my mother give <b><u>an Juice</u></b> , and I does not like juice.	Juice is a consonant letter on the first letter, so juice should be <b><u>a juice.</u></b>
		As an friend they are	

		a best for me.	
		Everyday before we start <b><u>a activity</u></b> , we always take a busy with our memorize of Al-qur'an to ustad.	Activity is a vowel letter on the first letter, so activity should be <b><u>an activity</u></b> .
		Until there me and my friends started looking for things we needed and until <b><u>the hour</u></b> had passed we started finding the things we wanted.	The hour should be <b><u>a hour</u></b> because explain the time.
3	Singular/plural	I become a messeger for my class in one class there were 3 <b><u>representative</u></b> .	There were 3 showed that noun was plural, so representative should add 's' become <b><u>representatives</u></b> .
		And after all the <b><u>participant</u></b> have appeared when the ammouncement was read out celebration	All showed that noun was plural, so participant should be add 's' become <b><u>participants</u></b> .

	held at the Pesantren I feel happy and feel honored for this activity.	
	The plan we just want to buy out monthly <b><u>supply</u></b> .	The word monthy showed the noun was plural should be adding 'es' become <b><u>supplies</u></b> .
	post Security when he get in we were not scoided but in the hostile dorm guard saw us and berated us in front of <b><u>brother</u></b> Jaka and Dani.	Jaka and Dani are the two person, noun was plural, so brother should add 's' become <b><u>brothers</u></b> .
	I try to get up and tell my best <b><u>friend</u></b> , they are my <b><u>roomates</u></b> .	They showed that plural noun, so friend should add 's' become <b><u>friends</u></b> and rommates is singular noun, so roomates should become <b><u>roomate</u></b> .

		My best <b><u>friend</u></b> Zul and Fahmi always give me motivation.	Zul and Fahmi are two person and noun was plural, so friend should add 's' become <b><u>friends</u></b> .
		As <b><u>an friend</u></b> they are a best.	They showed that noun was plural, so an friend should add 's' become <b><u>friends</u></b> .
4	Word form	Before we arrive my mother buy <b><u>some fruit</u></b> , like an Manggo, an Orange and an Grape.	Some showed that noun was plural, so fruit should adding in suffix 's' become <b><u>some fruits</u></b> .
		The ball going to my head and <b><u>some friend</u></b> laughed at me.	Some showed that noun was plural, so friend should adding in suffix 's' become <b><u>some friends</u></b> .
		The <b><u>first years</u></b> I joined my class be a champion.	First is a singular noun, so it should not add 's' in year. It should be <b><u>first year</u></b> .

## Appendix 5

### The Guidelines of Interviews for Students in Natural Science

#### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : EA

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Iya saya memahami pengertiannya
3	Apakah Anda bisa menulis Recount Text?	Iya, saya bisa menulisnya
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Iya, saya tahu tenses apa yang digunakan dalam recount text
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Iya, saya memahami perubahan kata kerja Regular dengan Irregular
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Menurut saya menuis recount text sedikit sulit, hanya dibagian Irregular yang kurang saya pahami

## The Guidelines of Interviews for Students in Natural Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : IM

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Iya saya memahaminya
3	Apakah Anda bisa menulis Recount Text?	Bisa, tetapi sedikit
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Tahu, kalau tidak salah present tense
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Tidak, saya tidak memahaminya
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Sulit, karena saya belum memahami recount text

## The Guidelines of Interviews for Students in Natural Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : PLH

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Iya, saya memahainya
3	Apakah Anda bisa menulis Recount Text?	Iya, saya bisa menulisnya
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Iya, saya tahu tenses apa yang digunakan
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Tidak, saya tidak memahami perubahan kata kerja dalam bahasa Inggris
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Sulit, karena saya tidak memahami kata kerja Regular dengan Irregular verb

## The Guidelines of Interviews for Students in Natural Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : MR

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya saya sudah pernah belajar recount text
2	Apakah Anda memahami pengertian dari Recount Text?	Iya, saya memahami recount text
3	Apakah Anda bisa menulis Recount Text?	Iya, saya bisa menulisnya
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Iya, saya tahu tenses yang digunakan dalam recount text
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Iya, saya tahu mengenai perubahan kata kerja tetapi tidak memahaminya
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Menurut saya ya biasa saja, saya sedikit bisa menulisnya

## The Guidelines of Interviews for Students in Natural Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : PHS

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya, sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Iya, saya paham
3	Apakah Anda bisa menulis Recount Text?	Iya, saya bisa
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Iya, saya tahu
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Iya saya paham tetapi untuk regular verb
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Iya, sedikit bisa dalam menulisnya

## The Guidelines of Interviews for Students in Social Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : NZ

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya, sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Tidak paham sama sekali
3	Apakah Anda bisa menulis Recount Text?	Tidak bisa
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Tidak tahu
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Tidak paham mengenai perubahan kata kerja
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Sulit, karena saya tidak mengerti tenses

## The Guidelines of Interviews for Students in Social Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : SWD

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya, sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Iya, saya memahaminya
3	Apakah Anda bisa menulis Recount Text?	Tidak, saya tidak bisa menulisnya
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Tidak, saya tidak tahu mengenai tenses
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Iya, hanya sedikit
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Sulit, karena saya tidak memahami tenses dan juga perubahan kata kerja

## The Guidelines of Interviews for Students in Social Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : DI

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya, sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Tidak, saya tidak bisa
3	Apakah Anda bisa menulis Recount Text?	Tidak bisa
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Tidak, saya tidak mengetahui tenses, saya kurang paham mengenai tenses
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Sedikit, karena saya pernaah belajar mengenai perubahan kata kerja
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Sulit, karena harus menentukan dahulu tenses apa yang ingin kita gunakan

## The Guidelines of Interviews for Students in Social Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : MAF

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya, sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Tidak, saya tidak paham
3	Apakah Anda bisa menulis Recount Text?	Tidak, saya tidak bisa menulisnya
4	Apakah Anda tahu tenses yang digunakan dalam penulisan Recount Text?	Tidak, saya tidak tahu tenses apa yang digunakan
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Tidak, saya tidak memahaminya
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Tidak, menurut saya sangat susah untuk memahaminya

## The Guidelines of Interviews for Students in Social Science

### At MAS Tahfizhil Qur'an Medan

Observer : Haniva Halim Dalimunthe

Location of Interview : MAS Tahfizhil qur'an Medan

Students Initial name : ANL

No	Questions	Answers
1	Apakah Anda sudah pernah belajar mengenai Recount Text?	Iya, sudah pernah
2	Apakah Anda memahami pengertian dari Recount Text?	Tidak, saya masih kurang memahaminya
3	Apakah Anda bisa menulis Recount Text?	Tidak, saya masi bingung untuk menulisnya
4	Apakah Anda tahu tenses yang digunakan dalam peulisan Recount Text?	Sedikit, saya hanya memahami present tense
5	Apakah Anda memahami perubahan kata kerja "Regular" dengan "Irregular"?	Iya, saya bisa sedikit mengenai kata kerja
6	Menurut Anda seberapa sulit memahami tenses terutama dalam Recount Text?	Menurut saya susah karena ada kata kerja yang harus diubah

## Appendix 6

### Data of Percentage

In the calculating the frequency of these each errors, the following formula used:

$$P = \frac{n1}{\Sigma N} \times 100\%$$

In which,

$P$  : percentage of each error

$n1$  : total of the errors made

$\Sigma N$  : total of the whole errors made

Verb :  $P = \frac{35}{52} \times 100\% = 67\%$ ,  $P = \frac{19}{33} \times 100\% = 58\%$

Article :  $P = \frac{7}{52} \times 100\% = 14\%$ ,  $P = \frac{4}{33} \times 100\% = 12\%$

Singular/plural :  $P = \frac{9}{52} \times 100\% = 17\%$ ,  $P = \frac{7}{33} \times 100\% = 21\%$

Word Form :  $P = \frac{1}{52} \times 100\% = 2\%$ ,  $P = \frac{3}{33} \times 100\% = 9\%$

*Appendix 7*

**Name of Students' and Initial Name in Natural Science**

<b>No</b>	<b>Name of Students'</b>	<b>Initial Name</b>
1	Afwan Al-Shadry	AAS
2	Asifah Anggraini	AA
3	Dwi Fajri	DF
4	Elda Ayumi	EA
5	Fadil	F
6	Ibtani Mawaddah	IM
7	Khairul Rahman	KR
8	Maulana Ruziq	MR
9	Putri Hasana Hasibuan	PHH
10	Sahfina Qolbi	SQ
11	Siti Raudah	SR
12	Tiara Ivana	TI
13	Wahdini Rizky Amali Sitegar	WRAS
14	Zahrifah Salwa	ZS
15	Zulfia Thursina	ZT

*Appendix 8*

**Name of Students' and Initial Name in Social Science**

<b>No</b>	<b>Name of Students'</b>	<b>Initial Name</b>
1	Aldo Damara Siregar	ADS
2	Andra Nugraha	AN
3	Anggi Nur'aini Lubis	ANL
4	Dimas Irfansyah	DI
5	Hafizah	H
6	Muhammad Al Farhan	MAF
7	Muhammad Raja Sibayang	MRS
8	Muhammad Rayyan Berliansyah	MRB
9	Nabila Zuhra	NZ
10	Nazaruddin Mendrofa	NM
11	Niza Alfira	NA
12	Nurul Atikah	NA
13	Ridho Khairi Yusri	RKY
14	Sri Wulan Dari	SWD
15	Sukma Indriati	SI

*Appendix 11*



