

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT
TEXTS AMONG THE EIGHTH GRADE STUDENTS OF MTs. MIFTAHUL
ULUM BRAJA HARJOSARI BRAJA SELEBAH EAST LAMPUNG**

By :

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**Tarbiyah Department
English Education Study Program**

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1438 H / 2017 M**

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LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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ABSTRACT

By:

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Writing has been assumed as one of the very important skills in English. Writing skill is considered as the most difficult skill for students especially in writing recount text. The students still make errors in their writing. Analyzing grammatical errors is very important to learn the kinds, the sources and the causes of the students' errors in writing so that the students' difficulties in describe the types and frequencies of grammatical errors made by students in their writing recount text based on Structure and Grammar.

A qualitative research was used in this research. The subject of this research was 10 from 29 of the students' in the Eighth Grade Students Of Mts. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung. The data were collected through observation and documentation. The analysis technique proposed by Miles and Huberman was used to analyze the data.

The result of the study shows that most of the students' at the Eighth Grade Students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung committed some types of grammatical errors. The errors are divided into tenses, punctuation, spelling, and pronoun. The total errors made by students were 121 errors. It consist of 66 errors in tenses or 55%, 43 errors in punctuation and spelling or 35% and 12 errors in pronoun or 10%. The students made the most errors in tenses. Based on this findings, the writer suggest that tenses should be focused on teaching Structure and Grammar.

**ANALISIS KESALAHAN TATA BAHASA DALAM MENULIS TEKS
RECOUNT SISWA KELAS DELAPAN MTs. MIFTAHUL ULUM BRAJA
HARJOSARI BRAJA SELEBAH LAMPUNG TIMUR**

ABSTRAK

Oleh:

SRI WINASIS PUJI RAHAYU

Menulis merupakan salah satu kemampuan yang sangat penting dalam Bahasa Inggris. Kemampuan menulis dianggap sebagai kemampuan sangat sulit bagi siswa khususnya menulis teks recount. Mereka masih membuat kesalahan dalam tulisan mereka. Analisis kesalahan tata bahasa sangat penting untuk mempelajari jenis, sumber dan penyebab kesalahan siswa dalam menulis sehingga kesulitan siswa dalam proses pembelajaran dapat diidentifikasi. Tujuan penelitian ini untuk mendeskripsikan jenis-jenis dan frekuensi kesalahan tata bahasa yang dilakukan oleh siswa dalam menulis teks recount berdasarkan Structure dan Grammar.

Penelitian kualitatif merupakan penelitian yang digunakan dalam penelitian ini. Subjek dari penelitian ini ialah 10 dari 29 siswa kelas delapan di MTs. Miftahul Ulum Braja Harjosari Braja Selebah Lampung Timur. Data-data yang digunakan dikumpulkan melalui metode observasi dan dokumentasi. Teknis analisis yang disarankan oleh Miles and Huberman digunakan untuk menganalisis data.

Hasil penelitian menunjukkan bahwa semua siswa kelas delapan di MTs. Miftahul Ulum Braja Harjosari Braja Selebah Lampung Timur melakukan kesalahan pada beberapa jenis kesalahan dalam. Kesalahan-kesalahan tersebut diklasifikasikan ke dalam Tenses, Punctuation, Spelling, dan Pronoun. Jumlah kesalahan yang dibuat siswa ada 121 kesalahan. Terdiri dari 66 kesalahan dalam tenses atau 55%, 43 kesalahan dalam punctuation and spelling atau 35%, dan 12 kesalahan dalam pronoun atau 10%. Kesalahan dalam tenses merupakan kesalahan yang paling dominan dilakukan oleh siswa. Berdasarkan penemuan ini, penulis menyarankan hendaknya menekankan tenses lebih difokuskan dalam pembelajaran Structure and Grammar.



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WRITING RECOUNT TEXT AMONG THE
EIGHTH GRADE STUDENTS OF MTs.
MIFTAHUL ULUM BRAJA HARJOSARI BRAJA
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It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the Munaqosyah. Thank you very much.

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Assalamu 'alaikum Wr. Wb.

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LAMPUNG

Sudah kami setuju dan dapat dimunafqosyah kan. Demkian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu 'alaikum Wr. Wb.

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The Writer


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MOTO

وَمَا اللَّذَّةُ إِلَّا بَعْدَ التَّعَبِ

“There is no pleasure except after trouble”

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved parents
(Ponirin and Rusmini)*

My beloved brothers and sisters

My almamater of STAIN JURAI SIWO METRO

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Praise to Allah who has created human in the best vessel and has given His blessing to mankind of all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad SAW, peace be upon him, who becomes an inspiration for all people to live as Moslems.

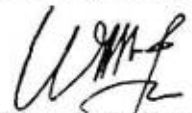
This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program, entitles: "An Analysis of Grammatical Error in Writing Recount Text Among the Eighth Grade Students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung."

The researcher would like to express his gratitude to the Drs. Kuryani Utih, M.Pd as the sponsor and Trisna Dinillah Harya, M.Pd as the co-sponsor who have sincerely guided the researcher to accomplish this undergraduate thesis in time.

The researcher realizes that there are many weaknesses appear in this undergraduate thesis. Hence, the researcher would warmly welcome any suggestion. Finally, the researcher does hope that this undergraduate thesis can be a good beneficial to me, to my college, and all of the readers.

Metro, December 2016

The Researcher


Sri Winasis Puji Rahayu

1293627

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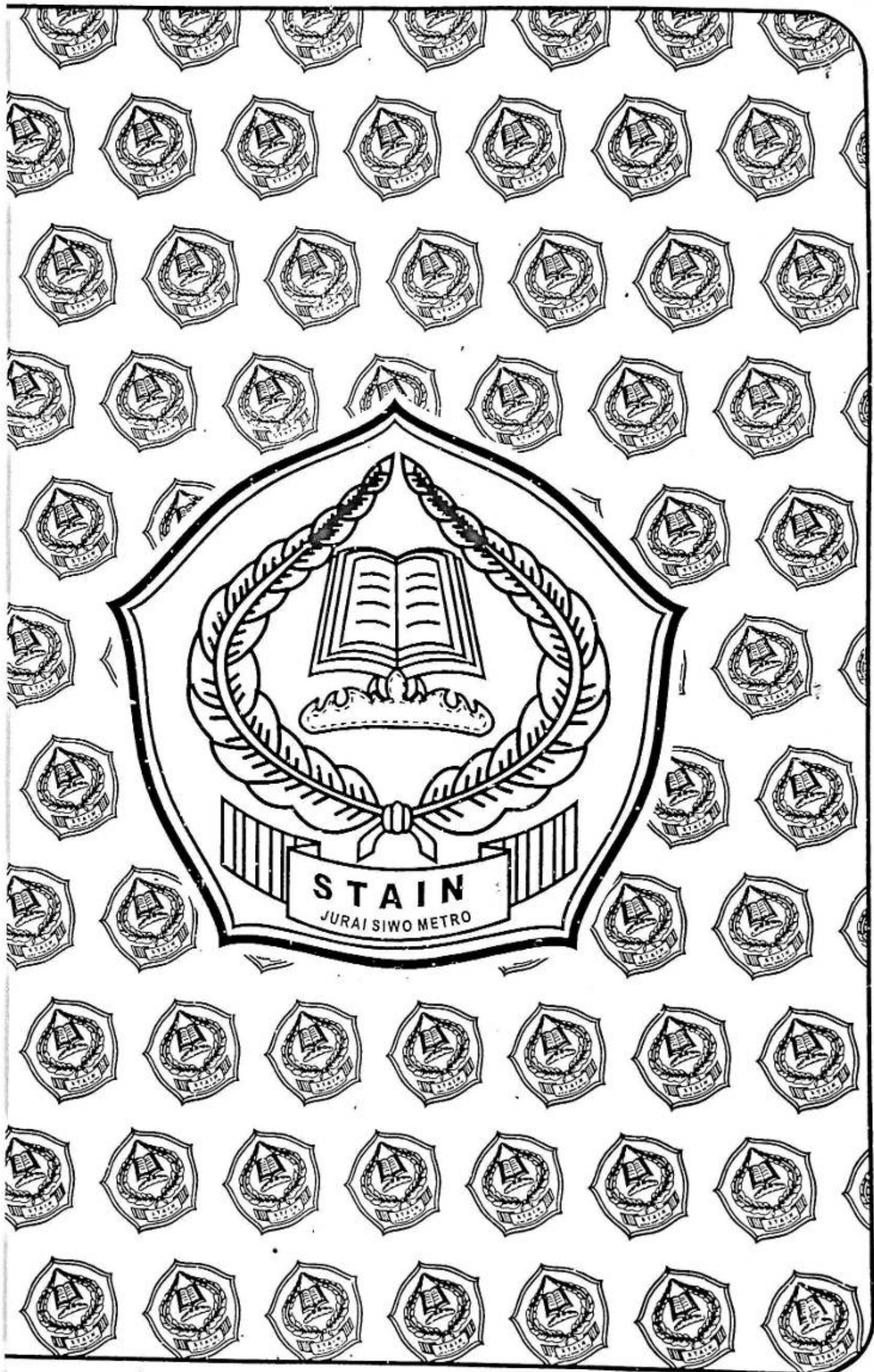
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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia English is taught as foreign language. English generally has been learned by the students since they were in the basic level of education. When students learn English, they are focused on mastering four language skills: Listening, Speaking, Reading, and Writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are to improve the process of teaching and learning English.

In the process of teaching and learning English, writing ability is difficult and complicated language skill to be learned almost by the students in every level of education. Based on the curriculum in MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung, writing in the first year students is taught into 5 kinds of texts: Recount, Narrative, Procedure, Descriptive, and News Item. Here the writer only uses recount text in writing to be analyzed.

Actually, writing needs well knowledge and hard thinking when the students produce words, sentences, paragraphs at the same time with good English grammatical. English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher did not aware about students' mistakes. Then the students made their

mistakes repeatedly because they do not have the correction and it was what we have called as error.

Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also became one of the caused. Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and maybe they will find many students who have low ability in writing English.

According to the explanation above, it is important by the teacher to give error analysis in students writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

To know the students' ability in writing, the writer has conducted pre-survey on February 16, 2016 in MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung. The table below is the result:

Table 1
Data of Pre-Survey
at the English Mid Semester Test of MTs. Miftahul Ulum Braja Harjosari Braja
Selebah East Lampug

NO	NAMA	Score	Interpretation
1	AL	39	Low
2	AR	54	Low
3	AS	54	Low
4	AK	27	Low
5	B	48	Low
6	BA	50	Low
7	GS	54	Low
8	HAI	70	Fair
9	HP	66	Fair
10	IIF	45	Low
11	KK	42	Low
12	MAY	56	Low
13	MF	52	Low
14	MM	46	Low
15	RM	76	Good
16	RW	53	Low
17	RA	34	Low
18	R	46	Low
19	RO	40	Low
20	RH	39	Low
21	S	37	Low
22	UK	81	Good
23	UL	48	Low
24	WRA	47	Low
25	WP	30	Low
26	YB	44	Low
27	YWA	37	Low
28	MIP	24	Low
29	AAA	51	Low
Total of score		1390	
Average		47,93	Low

Source: The result of test conducted upon the pre-survey.

Table 2
The criteria of score

Score	Frequency	Interpretation
90-100	-	Excellent
75-89	2 students	Good
60-74	2 students	Fair
0-59	25 students	Low

Source : Ledger of Students, English Mid Semester Test of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampug.

So the result of average is 47,93 and the predicate is low category. It can be concluded that the students' writing skill at the eighth class of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampug is still low.

Based on data pra survey, the writer give example about the grammatical error in writing students' in English Mid Semester Test of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampug:

Example:

(Errors) : I go to Jakarta with students and teachers MTs last year.

(Correct) : I went to Jakarta with students and teachers MTs last year.

From the data above, the researcher is interested in analyzing the students' grammatical error in writing recount text. The researcher reason that for choosing this topic is to know the most common errors made by students in MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung in writing recount text, especially in grammatical errors and also to know why the students did the errors. The writer would like to carry out a research under the title: "An Analysis of Grammatical Error in Writing Recount Text Among the Eighth Grade Students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung".

B. Focus of the Study

The focus of the study in this research is grammatical error in writing recount text commonly made by the eighth grade students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung.

C. Problem Formulation

Based on the background that has been discussed above, the writer formulates the problem as follows: What kinds of students' grammatical error in the writing recount text at the eighth students' of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung?"

D. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To analyze the kinds of students' grammatical error in the writing recount text at the eighth students' of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung.
- b. To find the reasons why the students' have grammatical error in writing recount text at the eighth grades of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung.
- c. To know how should are the students' grammatical error in the writing recount text at the eighth grades students' of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung.

2. Benefits of the Study

- a. For the students

As their knowledge about English lesson, especially in their writing recount text.

b. For the teacher

As information to English teacher about grammatical error in writing recount text among the eighth grade students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung.

c. For the institution

- 1) As a reference in order to be used by all of people at school.
- 2) As give input in order to increase the quality of education especially at MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung.

E. Prior Research

Firstly, in research about undergraduated thesis by Iin Nurrohmah from English Language and Literature Program, Indonesia University of Education Bandung entitled "An Analysis of Students' Recount Text by Using Systemic Functional Grammar". Writing is one of the basic skills which must be mastered by students of English Department in Indonesia University of Education. One of writing texts which must be produced by students is Recount. In a Recount text, the students must retell the sequence of events or experiences which they have ever got in the past (Nafisah and Kurniawan, 2007:65). Considering the issues, the research is focused on analyzing Recount texts written by the eighth semester students of English Department.

Students' Recount texts were investigated by analyzing *the schematic structures and the linguistic features* of the Recount texts.¹

Secondly, on the research about undergraduated thesis by Wahyuni, Mochtar Marhum, Muhsin from English Language Teaching Society entitled "Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text, the objective of this research was to identify and to analyze kinds of grammatical errors made by the eighth grade students in their recount text and also to find out the reasons why the errors occurred. The design of this research was descriptive research design. The population of this research was the eighth grade students of SMP Negeri 2 Parigi and the number of the sample was 28 students.²

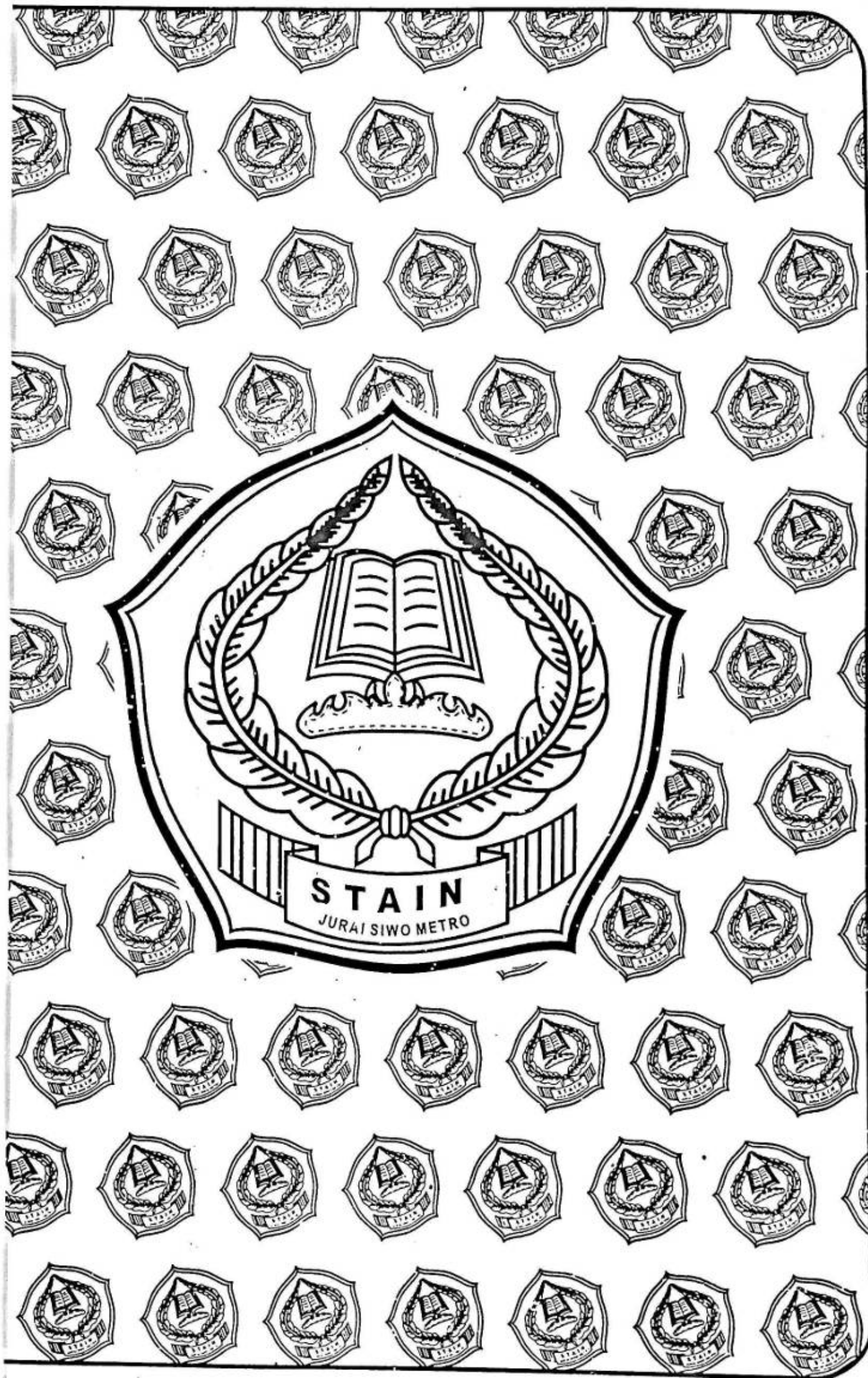
The last prior research is undergraduated thesis by Doni Ramli from Teacher Training and Education Faculty Tanjungpura University Pontianak entitled "An Analysis on Students' Errors in Writing Recount Text" the writer conducted research on Tenth Grade Student of SMAN I Siantan. The writer wanted to know the students ability in writing recount text by asking the students to write their past experiences. Writing recount text is one of writing skills that should be acquired by the students.³

¹ Iin Nurrohmah, "An Analysis of Students' Recount Text by Using Systemic Functional Grammar", (Bandung: English Language and Literature Program, Indonesia University of Education), Passage2013, 1(2), p. 89

² Wahyuni, et. al, "Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text", (Parigi: English Language Teaching Society (ELTS)), Vol. 2 No. 3 2014 – ISSN 2331-1841, p. 1

³ Doni Ramli, "An Analysis on Students' Errors in Writing Recount Text", (Pontianak: Teacher Training and Education Faculty Tanjungpura University), 2013, p. 1

The distinction between this research and three prior researches above is this research focusses to investigate the grammatical error in some difficulties that students face during writing recount text like sentence pattern, tenses, pronoun, preposition, punctuation and spelling. But, the researcher just focus analysis in tenses, pronoun, punctuation and spelling in the students' recount text of the eight year students, and kinds of errors are faced by the eight year students, used qualitative research and the previous study and this research use observation and documentation as the instrument of the research. Therefore, the writer proposes a research entitled *An Analysis of Grammatical Error in Writing Recount Texts Among the Eighth Grade Students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung.*



CHAPTER II

THEORITICAL REVIEW

A. The Concept of Grammar

a. The Definition of Grammar

According to Penny Ur notes that "Grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning".¹ Besides, Scott Thornbury "Grammar is partly the study of what forms (or structure) are possible in language". Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence formed rules that govern how a language sentence is formed.² Etymologically, the word "Grammar" in Oxford Advanced Learner's Dictionary is the rules in a language for changing the form of words and joining them into sentences: the basic rules of grammar.³ Then, Jeremy Harmer defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.⁴

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the

¹Penny Ur, *A Course in Language Teaching Practice and Theory*, (London: Cambridge University Press), 1996, p. 75

²Scott Thornbury, *How to Teach Grammar*, (London: Logman, 1999), p. 1

³A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), p.651

⁴Jeremy Harmer, *The Practice of English Language Teaching*(3rd edition), (London: Logman, 2001), p. 12

grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language.

b. The Function of Grammar

How can we identify the grammatical function of a given constituent?

Several tests can be used to determine grammatical function, as we show here:

1) Subjects

Consider the following pair of examples:

- a) [The cat] [devoured [the rat]].
- b) [The rat] [devoured [the cat]].

These two sentences have exactly the same words and have the same **predicator** *devoured*. Yet they are significantly different in meaning, and the main difference comes from what serves as **subject** or **object** with respect to the **predicator**. In (a), the subject is *the cat*, whereas in (b) it is *the rat*, and the object is *the rat* in (a) but *the cat* in (b).

The most common structure for a sentence seems to be one in which the NP subject is the one who performs the action denoted by the verb (thus having the semantic role of agent). However this is not always so:

- a) My brother wears a green overcoat.
- b) This car stinks.

- c) It rains.
- d) The committee disliked her proposal.

Wearing a green overcoat, stinking, raining, or disliking one's proposal are not agentive activities, they indicate stative descriptions or situations. Such facts show that we cannot rely on the semantic roles of agent for determining subjecthood.

More reliable tests for subjecthood come from syntactic tests such as agreement, tag questions, and subject-auxiliary inversion.

Agreement: The main verb of a sentence agrees with the subject in English:

- a) She never writes/write home.
- b) These books saddens/sadden me.
- c) Our neighbor takes/take his children to school in his car.

As we noted, simply being closer to the main verb does not entail subjecthood: a) The book, including all the chapters in the first section, is/are very interesting. b) The effectiveness of teaching and learning depend/depends on several factors. c) The tornadoes that tear through this county every spring is/are more than just a nuisance. The subject in each example is *book*, *effectiveness*, and *tornadoes* respectively, even though there are nouns closer to the main verb. This indicates that it is not simply the linear position of the NP that determines agreement; rather, agreement shows us what the subject of the sentence is: **Tag**

questions: A tag question, a short question tagged onto the end of an utterance, is also a reliable subjecthood test:

- c) The lady singing with a boy is a genius, isn't she/isn't he?
- b) With their teacher, the kids have arrived safely, haven't they/hasn't he?

The pronoun in the tag question agrees with the subject in person, number, and gender—it refers back to the subject, but not necessarily to the closest NP, nor to the most topical one. The *she* in (a) shows us that *lady* is the head of the subject NP in that example, and *they* in (b) leads us to assign the same property to *kids*. The generalization is that a tag question must contain a pronoun which identifies the subject of the clause to which the tag is attached.

Subject-auxiliary inversion: In forming questions and other sentence-types, English has subject-auxiliary inversion, which applies only to the subject.

2) Direct and Indirect Objects

A direct object (DO) is canonically an NP, undergoing the process denoted by the verb:

- a) His girlfriend bought this computer.
- b) That silly fool broke the teapot.

However, this is not a solid generalization. The objects in (a) and (b) are not really affected by the action. In (a) the dog is experiencing

something, and in (b) the thunder is somehow causing some feeling in the dog:

- a) Thunder frightens [the dog].
- b) The dog fears [thunder].

Once again, the data show us that we cannot identify the object based on semantic roles. A much more firm criterion is the syntactic construction of **passivization**, in which a notional direct object appears as subject.

3) Predicative Complements

There also are NPs which follow a verb but which do not behave as DOs or IOs. Consider the following sentences:

- a) This is *my ultimate goal*.
- b) Michelle became *an architect*.

The italicized elements here are traditionally called 'predicative complements' in the sense that they function as the predicate of the subject or the object. However, even though they are NPs, they do not passivize: Chairman was elected Graham.

Such examples are acceptable in some varieties of (British) English. The difference between objects and predicative complements can also be seen in the following contrast:

- a) John made Kim *a great doll*.
- b) John made Kim *a great doctor*.

4) Oblique Complements

Consider now the italicized expressions in (a):

- a) John put books *in the box*.
- b) John talked *to Bill about the exam*.
- c) They would inform Mary *of any success they have made*.

These italicized expressions are neither objects nor predicative complements. Since their presence is obligatory, for syntactic well-formedness, they are called oblique complements. Roughly speaking, 'oblique' contrasts with the 'direct' functions of subject and object, and oblique phrases are typically expressed as PPs in English.

As we have seen before, most ditransitive verbs can also take oblique complements:

- a) John gave a book *to the student*.
- b) John bought a book *for the student*.
- c) John asked Bill *of a question*.

The PPs here, which cannot be objects since they are not NPs, also do not serve as predicate of the subject or object – they relate directly to the verb, as oblique complements.

5) Modifiers

The functions of DO, IO, predicative complement, and oblique complement all have one common property: they are all selected by the verb, and we view them as being present to 'complement' the verb to form a legitimate VP. Hence, these are called **complements (COMPS)**, and typically they cannot be omitted.

Unlike these COMPS, there are expressions which do not complement the predicate in the same way, and which are truly optional:

- a) The bus stopped *suddenly*.
- b) Shakespeare wrote his plays *a long time ago*.
- c) They went to the theater *in London*.
- d) He failed chemistry *because he can't understand it*.

The italicized expressions here are all optional and function as modifiers (also called 'adjuncts' or 'adverbial' expressions). These modifiers specify the manner, location, time, or reason, among many other properties, of the situations expressed by the given sentences – informally, they are the (*how, when, where, and why*) phrases.

One additional characteristic of modifiers is that they can be stacked up, whereas complements cannot.⁵

c. The Types of Grammar

These five types of grammar illustrate different approaches towards analysis and description of language. Consequently, the different approaches reflected in each type of grammar influence the teaching of grammar.

1) Prescriptive and descriptive grammar

Prescriptive grammar is when the correct use of language is prescribed by a set of rules. These rules are fixed. Unlike prescriptive

⁵ Jong-Book Kim & Peter Sells, *English Syntax: An Introduction (Center for the Study of Language and Information)*, (Kyung Hee University: CSLI, 2007), p. 36-41

grammars, descriptive grammars recognize that language is constantly changing. This means that certain utterances that were considered incorrect grammatically at one time are now accepted as correct. For example, the use of 'a few' and 'a little'. In prescriptive grammar, 'a few' determines count noun (a few students) and 'a little' is related to non-count noun (a little salt). Thus, we say '*few*' students, '*fewer*' students, '*fewest*' students and '*little*' salt, '*less*' salt, '*least*' salt. But today, the use of '*less*' with count noun as in '*less*' students is also accepted.

2) Traditional Grammar

In traditional grammar, syntax rather than semantics, is a central component of a language. In teaching the syntactic organization of the sentences, traditional grammarians have identified and defined eight parts of speech. The eight parts of speech identified are nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. These different parts of speech make up a sentence.

3) Phrase-Structure Grammar

Extending and developing the work of traditional grammar, phrase-structure grammar highlights the relationship of words and phrases in a sentence. It helps to understand how the structural relationships of words and phrases support the meanings, which we attempt to convey through language. This relationship is presented graphically using substitution tables, which have been widely used in basic grammar

lessons. If traditional grammar emphasises on the written form, then phrase structure grammar focuses on spoken form. Thus the practice of drills using substitution tables is an attempt to help learners master the structure of the sentence. Although it focuses on structure as it appears in language, the structure is presented without consideration of meaning and communicative function.

4) Transformational-generative grammar

Like traditional and phrase-structure grammar, transformational-generative grammar also emphasises on syntax. In fact, it deals with syntax in greater details. If phrase-structure grammar shifts the perspective from individual word to the sentence, transformational generative grammarians are interested to explain how our mind generates sentences, that is, from intent to utterance. Transformational generative grammarians argue that innumerable syntactic combinations can be generated by means of a system of formal rules, such as, transformational rule. These transformational rules, which are based on the phrase structure and the tree structure transform phrase structures into other forms, like active to passive. The processes that transform active voice to passive voice do not only depict the grammatical relationships between the various constituents that make up the sentence, but also explain how individuals can produce numerous sentences, which they have never produced or heard before.

5) Functional-Systemic Grammar

Functional-systemic grammar concerns with making clear interaction between syntax, semantics and pragmatics. Functional-systemic grammar, which focuses on the functional aspect attempts to account for how language is used. Utterances are viewed as some meaning whose expression will vary depending on the situation. Thus the semantics of the intended utterances as well as the relationship between the speaker and listener influence the choice of expressions.⁶

B. The concept of Writing

1. The Concept of Writing

a. The Definition of Writing

According James M. McCrimmon stated in his book *Writing with a Purpose*. Writing is a process that can be learned and used; it is not, like height, a product of the genes about which little or nothing can be done. Increased proficiency in the process will not in itself make a great writer, but it can make a much better one.⁷ Furthermore, John Langan stated in his book *Exploring Writing Sentence and Paragraph*, he realized that competent writing is a skill that he or anyone can learn with practice. It is a nuts-and-bolts process consisting of a number of

⁶ Siti Rohani, *Teaching Of Grammar: Teachers' Beliefs, Instructional Contexts And Practices*, (Malaysia: The Degree of Doctor of Philosophy, 2007), p. 19-24

⁷ James M. McCrimmon. *Writing with a Purpose*. (Florida: Library of Congress, 1950), p.

principles and techniques that can be studied and mastered.⁸ Moreover, Sanggam Siahaan stated in his book *Issues in Linguistics* that writing is a psychological activity of the language user to put information in the written text.⁹ Then, in Donn Byrne's book "*Teaching Writing Skill*" he stated that writing is clearly much more than the production of graphic symbols just as speech is more than the production of sound.¹⁰

Based on the statement above, the writer can infer that writing is basically the processing ideas and thoughts by using knowledge of structure and vocabulary to combine our ideas as a means communication.

b. The Process of Writing

According to Alice Oshima & Ann Hogue:

"Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say..."¹¹

The process of writing has roughly four steps:¹²

1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain

⁸ John Langan. *Exploring Writing Sentence and Paragraph*, (New York: McGraw-Hill, 2010), p. 5

⁹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 215

¹⁰ Donn Byrne. *Teaching Writing Skill*, (London and New York: Longman Group, 1988), p. 1

¹¹ Alice Oshima & Ann Hogue. *Introduction to Academic Writing (3rd edition)*, (New York: Longman: 2007), p. 15

¹² Ibid. p.15

the topic. There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

2) Organizing

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic and told the main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable- after all. This is just a rough draft. You will fix the errors later.

4) Polishing, Revising and Editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and

organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).¹³

c. Types of Writing

1) Recount

Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader.¹⁴

Recount also focused on individual participants, use of past tense, use a temporal sequence of events, use of material (or action) clauses.

2) Description

Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁵ Description reproduces the way things look, taste, feel, sound or smell, it may also evoke moods, such as happiness, fear, joy, or loneliness.

3) Argumentation

Argumentation means supporting one side or the other of a controversial topic. This method is to make a general statement and

¹³ Ibid. p.16

¹⁴ Ahmad Dody., Ahmad Sugeng and Effendi, *Developing English Competencies: for Senior High School Grade X*, 1st ed, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 24

¹⁵ Wishon George E & Julia M. Burks, *Lets Write English*, (New York: Litton Educational Publishing Inc, 1980), p. 128

support it-or sometimes to lead logically to a general conclusion by a series of facts.¹⁶ In argumentation presents claims and organizes evidence to argue in support of the claims. Through argumentation the author trying to weave the facts so that writer could show whether an opinion or a particular thing is true or not.

4) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.¹⁷

5) Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material.¹⁸

Furthermore, in this research the writer limits the types of writing only to the recount text which taught in MTs Miftahul Ulum Braja Harjosari Braja Seleh East Lampung.

d. The Purpose of Writing

There are many different kinds of writing, such as: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of

¹⁶ Ibid. p.147

¹⁷ Ibid. p. 378

¹⁸ Ibid. p. 382

them are writing. They all have the basic purpose of getting ideas from one mind into another. And here are some purposes of writing:

1) Writing to entertain

Entertain doesn't necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it's like to be a reader. You can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a 'true story' for added effect.

2) Writing to inform

Inform tells the reader about something. These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine

articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.¹⁹

2. The Concept of Writing Recount Text

a. The Definition of Text

According to Oxford, there are two meaning of text, 1) text is the main printed part of a book or magazine, not the notes, picture, etc: *My job is to lay out the text and graphics on the page.* 2) text is any form of written material: *a computer that can process text, printed text.*²⁰ Moreover, the term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language.²¹

Its mean that text is an article that contained in a book or magazine as a readers are use as a references in reading literature.

b. The Definition of Recount Text

Recount text is text recount has purpose to tell what happened in the past through a sequence of events.²² Moreover, recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is complication among the

¹⁹ Kate Grenville, *Writing from Start to Finish: A Six-Step Guide*, (Crows Nest-Australia: National Library of Australia, 2001), p. 10-11

²⁰ A S Hornby, *Oxford Advanced Learner's Dictionary*, p. 1544

²¹ M A K. Halliday, *An Introduction to Functional Grammar*, p. 1

²² R. D. Wulan, *Latihan Ujian Nasional Bahasa Inggris*, (Surakarta: CV Pratama Mitra Aksara, 2010), p. 12

participants and that differentiates from narrative. It means that recount text is the text that retell us about a story in the past.

Recount has three generic structures:

- 1) An orientation is the first paragraph which gives background information about who, what, where, and when. Orientation is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph which is not always necessary.
- 2) A sequence of events (A series of paragraphs that retell the events in the order in which they happened).
- 3) Re-Orientation (a concluding paragraph).²³

c. The Language Features of Recount Text

Furthermore, the language features of recount are:²⁴

- 1) The use of nouns and pronouns (e.g David, we, his);
- 2) The use of action verbs (e.g went, spent, played);
- 3) The use of past tense (e.g we went for a trip to the zoo);
- 4) The use of time conjunctions (e.g and, but, after, finally);

d. The Example of Writing Recount Text

According to explanation above, the writer give an example about writing recount text:

²³ R. D. Wulan, *Latihan Ujian Nasional Bahasa Inggris*, p. 12

²⁴ Ibid, p. 12

Example:²⁵

One day Brian went to school on foot because he didn't have any money to take a bus. It was a busy hour so the street was very crowded.

When he rode on his bicycle a car hit him from behind. He fell and was unconscious. Some people helped him and policeman called an ambulance to take him to the nearest center.

As soon as the ambulance arrived at the hospital he was conscious. Some nurses took him to doctor's room by stretcher. A doctor examined him accurately and then gave an injection. The doctor said that Brain needed a crutch to walk.

Brain was not injured seriously but he had to stay in bed for few days.

C. The Common of Grammatical Error in Writing Recount Text

a. The Definition of Error

According to Corder error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.²⁶ Moreover, Dulay, Burt and Krashen define errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.²⁷

On the other hand, Brown states "An error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter language

²⁵ Ali Akhmadi & Ida Safrida, *Smart Steps The Smartest Way to Learn English An English Textbook for Junior High School*, (Bandung: Ganeca Exact, 2005), p. 105-106

²⁶ S. P. Corder, *Error analysis and Interlanguage*, (Walton Street, Oxford: Oxford University Press, 1981), p. 1

²⁷ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 138

competence of the learner.²⁸ It means that an error is something that can be seen; it shows the learner's ability.

John Norrish has a broader definition than Brown. He states, to call systematic deviation, when a learner has not learnt something and consistently gets it wrong', it is an error. Norrish considers an error as a something which comes up because the learners do not comprehend something and always use the wrong one.²⁹

Concluding about the definitions above, it could be said error is something happen when the students unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

b. The Differences Between Error and Mistake

It is necessary to make distinction between an error and a mistake. H. Douglas brown explains that, a mistake refers to performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. While error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner and an

²⁸ H. D. Brown, *Principle of Language Learning and Teaching*, (5th edition), (New York: Pearson Education, Inc., 2007), p. 226

²⁹ John Norrish, *Language Learners and their Errors*, (London: Macmillan Press, 1983), p. 7

error that reveals of a portion of the learner's competence in the target language.³⁰

In the other hand, Hubbard et.al say, "Error is caused by the lack of knowledge about the target language (English) or by incorrect hypotheses about it and mistakes are caused by temporary lapses of memory, confusion, slip of the tongue and so on."³¹

According to understanding above, it can be distinguished between mistakes and errors. Mistakes happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspects of performance, whereas, error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning.

c. The Types of Error in Writing

According to Dulay in the book *Language two*, he classifies error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.³²

1) Error based on linguistic category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and

³⁰ H. D. Brown, *Principle of Language...*, p. 226

³¹ Peter Hubbard, et al., *A Training Course for TEFL*, (New York: Oxford University Press, 1983), p. 134

³² HeidyDulay.et.al, *Language Two*, p.146-189

vocabulary), discourse (style). Constituents include the elements that comprise each language components.

For example:

Morphology: A ant

Syntax: He no writes

While in constituents, it includes the elements that comprise each language components. For example within syntax, one may ask whether the error is the main or subordinate clause, which constituent is affected.³³

2) Error based on surface strategy taxonomy

This type of error has four subtypes. They are:

a) Omission

It is an error which happens because a learner does not put the needed morphemes in his/her sentence. The morphemes which disappear are from the content morpheme and grammatical morpheme. For example in the sentence;

Content morpheme: (Rahmat) is a (teacher)

Grammatical morpheme: Rahmat (is) (a) teacher

b) Addition

This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a well formed utterance. This error

³³ *Ibid.* p. 147-148

usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three types of addition errors have been observed in the speech of both L1 and L2: double markings, regularizations, and simple addition. Here is the example of error in double markings, regularizations, and simple addition.

(1) Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others

Example: He doesn't knows my name

(2) Regularization or overgeneralization

It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language.

Example:

The verb "eat" does not become "eated" but "ate".

(3) Simple addition

Errors are „grab bag“ subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition other than those not appear in a well-formed utterance.

Example: "grab bag"

c) Misinformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, arch forms, and alternating forms.

(1) Regularization errors

It is characterized which learner fail to choose or to select a proper word form.

Example: Singular-plural: geese (geese)

(2) Arch-forms

It is defined as the selection of one member of a class of forms to represents others in the class.

Example: that dogs (those dogs)

(3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other.

Example: Those dog (those dogs)

This cats (this cat)

d) Misordering

The incorrect placement of a morpheme or a group of morpheme in an utterance is the character of this error, e.g.

“What Daddy is doing?”

3) Error based on comparative taxonomy

The classification is made based on the comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error.

(a) Development error is error similar to those made by children learning the target language as their first language, e.g. “Mary eats the pineapple”.

(b) Interlingual error

Interlingual error is an error similar in structure to a semantically equivalent phrase or sentence in learners’ native language.

(c) Ambiguous error

Ambiguous error is error that reflects the learner’s native language structure. This error could be classified equally as development or interlingual error, e.g. “I no go to school”.

(d) Other error

Other error is error that is caused by the learners’ native language since the learner used it on their second language form, e.g. “She do hungry”.

4) Error based on communicative effect taxonomy

Instead of focusing on aspect of the errors themselves, the communicative effect taxonomy concerned with the error from the perspective of their effect on the listener or reader. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. Error based on communicative effect taxonomy is divided into two parts.

(a) Global error

Global error hinders communication; it prevents the learners from comprehending some aspect of messages. For instance, "we amused that movie very much".

(b) Local error

Local error itself does not interfere with understanding of an utterance, usually because there is only minor violation of one segment of a sentence. "I angry" will be local error since the meaning is apparent.³⁴

d. Grammatical Error in Writing Recount Text

In writing recount text, the students often found some difficulties although they have been guided by their teacher to write recount text. There were some difficulties that students face during writing recount text, there are:

³⁴ HeidyDulay.*et.al*, *Language Two*, p.147

1) Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

2) Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: "When I **was** twelve, I **broke** my leg. I **slipped** on the playground on a cold winter morning and **fell**. The bone near my ankle **snapped** with a loud "pop!" Even my friends **heard** it. The teachers **called** my parents, who **came** quickly. . . ."

3) Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

a) Personal pronouns

Personal pronouns are words such as:

- (1) First person pronouns, example words that represent or include the speaker or writer.

Singular: *I, me, my, mine*

Plural: *we, us, our, ours*

- (2) Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular: *you, your, yours*

Plural: *you, your, yours*

- (3) Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular: *he, him, his, she, her, it, its*

Plural: *they, them, their, theirs*

4) Preposition

Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

5) Punctuation and Spelling

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to

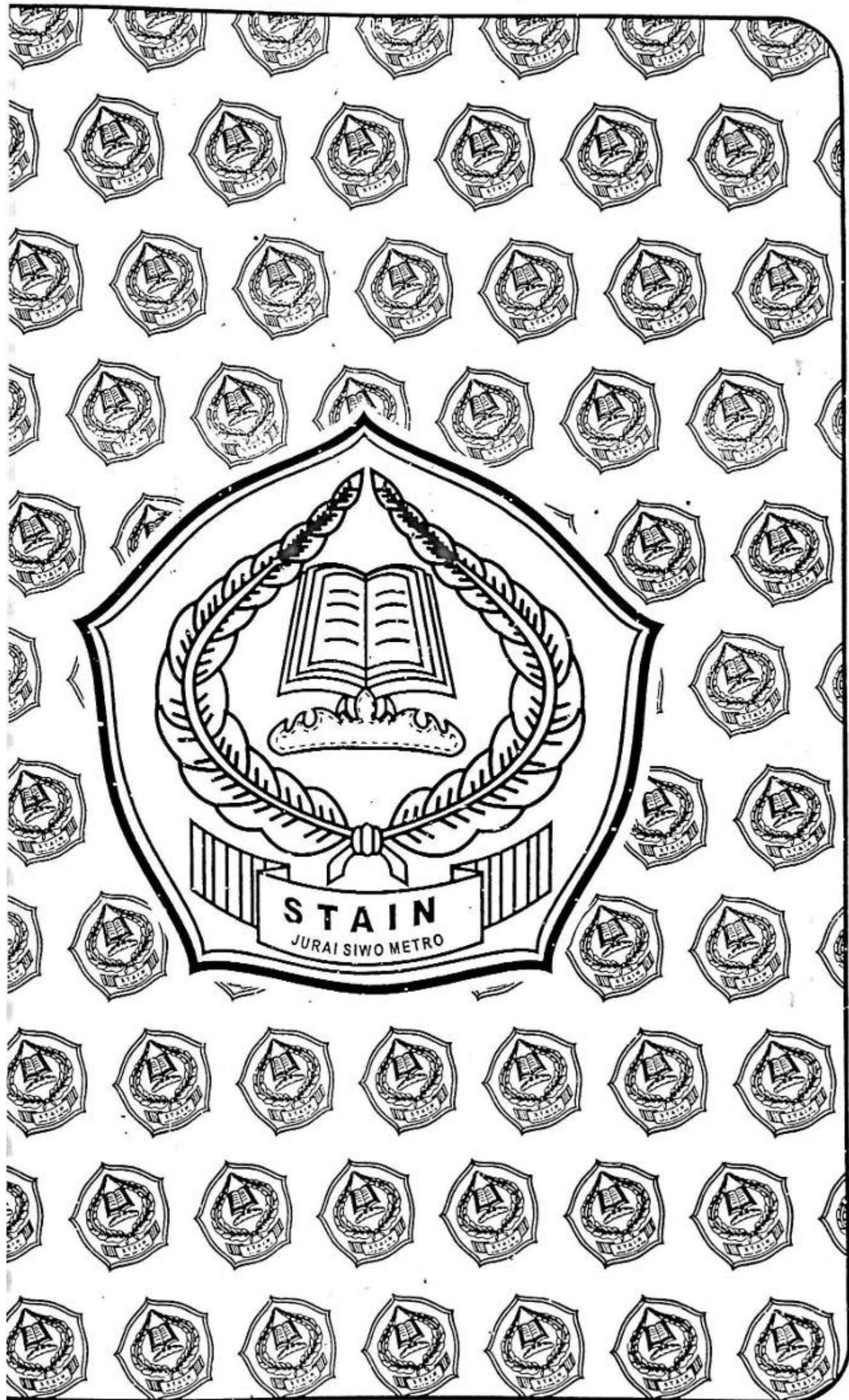
punctuate well, you must also write well. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

6) Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell **success** with only one 's' or **colleague** without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word **definitely**, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.³⁵

Based on the background discussed above, the researcher conclude that at the junior high school at eight grade still confused to write recount text and tenses must they used. So, the researcher just focuses to analysis tenses, punctuation and spelling, and pronoun in the students' writing recount text.

³⁵ Fajariani Emmaryana, *An Analysis On The Grammatical Errors In The Students' Writing (A Case Study of the First Year Students of "SMA Negeri 1 Cigudeg-Bogor")*, (Jakarta: English Education Department Faculty Of Tarbiyah And Teachers' Training 'Syarif Hidayatullah' State Islamic University Jakarta, 2010), p. 19-23



CHAPTER III

RESEARCH METHODOLOGY

A. The Kinds and Characteristic of Research

The design of this study is a qualitative research in the form of field qualitative. According to Creswell "the researcher made interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically".¹ It means that qualitative research explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.

Qualitative research is a research that is aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that results descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

Furthermore, since this study elaborates information on one particular setting, on a small social unit, it is also considered as a case study. The typical

¹ Jhon W. Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd Ed), (New Delhi, Sage: Publications, 2003), p.182

case study is an intensive investigation of one individual or particular small unit such as a school, a class or a group. This research will elaborate the phenomenon of writing performed by a number of students in a class. Therefore, it is called case study research.

In line with the terminology, the main topic of this research is to know kinds of grammatical errors in writing. The problem that will be paid attention in this research is grammatical error in students' writing recount text. The students may make errors in their writing recount text. The writer has chosen the eight grade students of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung as the participants.

B. The Resources of Data

For gathering information, it is a must to discover important and accurate data from qualified source. As it is explained by Sutanto Leo *et.al* that "there are basically two kinds of sources, namely primary sources and secondary sources is firsthand information. Then secondary sources provide secondhand information".² In this research, the primary source is documentation. Then, the secondary source is observation.

² Sutanto Leo *et.al*, *English for Academic Purpose: Essay Writing*, (Jakarta: Andi, 2007), p.70

C. Data Collecting Technique

Creswell said that "in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information".³ Therefore, the data will be gained through several techniques in triangulation as follows:

1. Documentation

Zina stated, "... the term 'document' can refer to more than just paper and can include photographs, works of art and even television programs."⁴ In getting the information, the researcher uses the documentation method to get detail information about students' English result in writing recount text among the eighth grades students' of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung.

2. Observation

Jhon W. Creswell explained that "observations", in which the researcher takes field notes on the behavior or activities of individuals at the research site. The writer chooses participant observation. Sugiono said that "in participant observations, the researcher observes what people do, listen to what they say, and participates in their activities."⁵ The writer will observe the participants directly in study writing product.

³ John W. Creswell, *Research design...*, p.184

⁵ Zina O'leary, *The Essential Guide to Doing Research*, (London: Sage Publications, 2004), p.177.

⁴ Sugiyono, *Metode Penelitian Kuantitatif...*, p.227

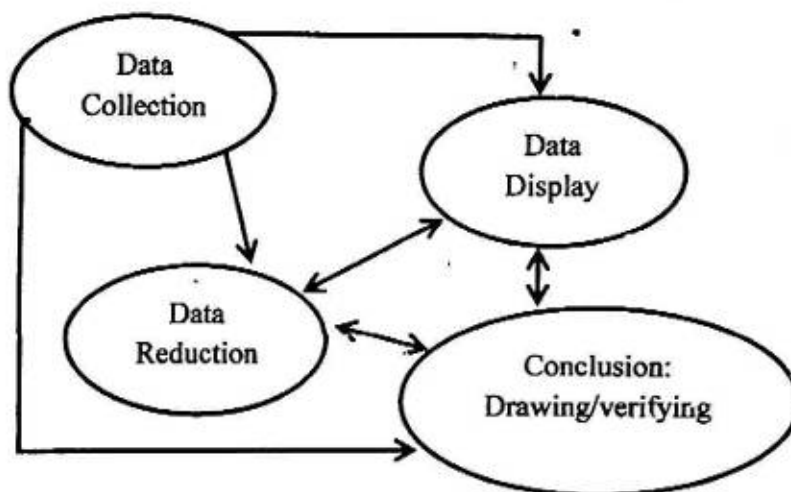
D. Data Analysis Technique

Analysis data in qualitative research is used when the data collecting is going on. Miles and Huberman explained that activity in qualitative data analysis is used interactively and pass of continuously until complete, so the data have already saturated.

The steps of analysis are shown in the figure below:

Figure 3. 1

The Component in Data Analysis (Interactive Model) by Miles and Huberman⁶



The activity in analysing the data of the figure above is mentioned by the following explanation:

1. Data Collection

It is the first step in conducting the qualitative research. The researcher should gather the information as many as possible. In this case, the

⁶ Matthew B. Miles et al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), 2nd Ed, p. 10-12

researcher will gain the information from the students' translating of Indonesian to English text as the major data, transcription of conducted interview, and also documents.

2. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the information that appear in transcription.

3. Data Display

Data display is the presentation of the information that is done in short essay, draft, relationship among the category, flowchart and etc. The display should be able to describe the content of the entire the data.

4. Discussion

Conclusion includes drawing and verifying. It is the process of elaborating with lengthy argumentation and review of the conducted research.

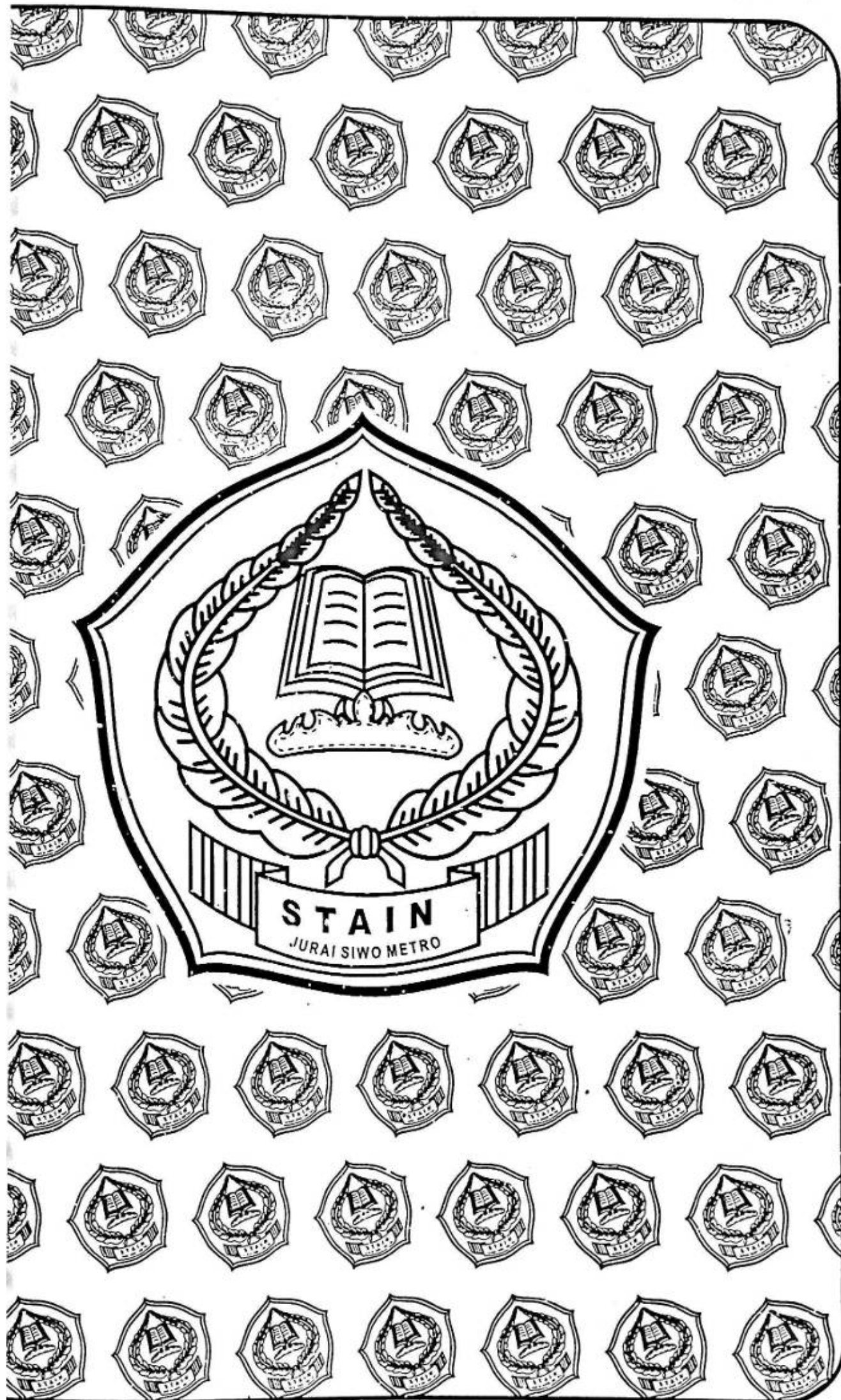
E. Approach

To conduct this research the researcher uses qualitative research. Qualitative research focuses on analyzing the data and finally making conclusion about the data. The approach in the research is case study. "Case study is method of exploring and analyzing the life of social unit-be that unit a person, a family, institution, culture group, or event and entire community."⁷ The case study is used to give delination about phenomenom in real life.

⁷ Yogest Kumar Singh, *Fundamental of Reseach Methodology and Statistic*, (India: New Age International Publisher, 2006), p. 148

The process of conducting case study research plan commonly have some steps as follows:

1. Determine research focus and problem formulation.
2. Determine the case, ways of data collection technique and data analysis technique.
3. Prepare the instrument of data collection.
4. Collect data.
5. Evaluation and analysis data.
6. Write report.



CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Historical Background of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung

MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung is located in KH. Agus Salim Braja Harjosari Braja Selebah East Lampung. It was built on 1st January 1969 based on letter education and culture department Lampung No: Eh/SK/65/1988.

The list of headmaster who led Islamic Junior High School of MTs. Miftahul Ulum since 1969-2016 as follow:

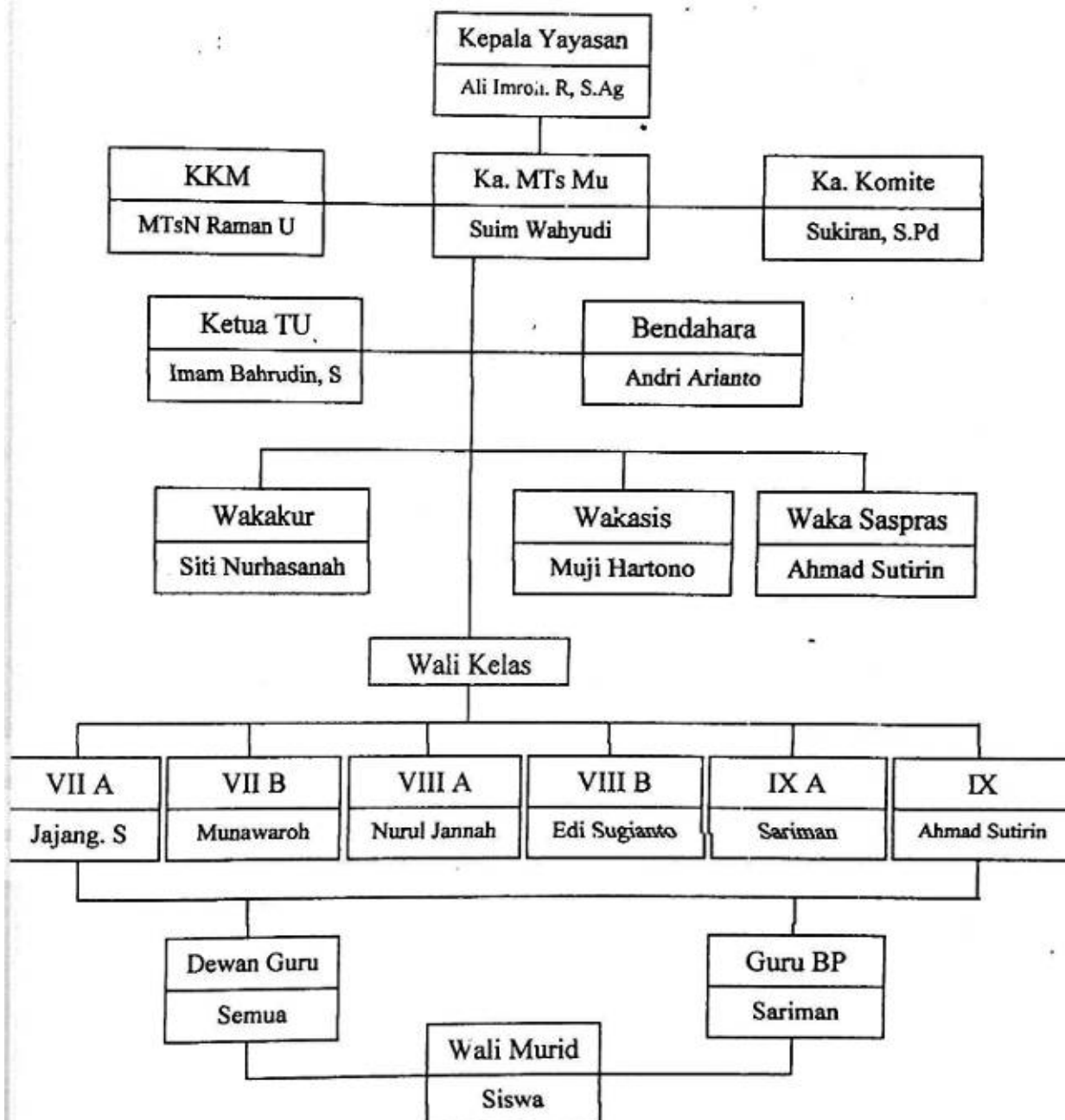
- | | |
|------------------------------|------------------|
| 1. Suhaemi | (1969-1980) |
| 2. Ahmad Subari | (1980-1999) |
| 3. Ahmad Dimnasir | (1999-2005) |
| 4. Drs. Marlan (alm) | (2005-2006) |
| 5. Srio Murjo Yusuf, S.Pd. I | (2006-2010) |
| 6. Suim Wahyudi, S.Pd. I | (2010-until now) |

The wide of this school is 2.050 m², the yard is 1.000 m². There are 6 classes and some operational rooms like teacher office, library, computer room, and 2 toilets.

2. Structural Organization of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung

Figure 2

Organization Structure of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung Academic Year of 2016/2017



Source: Documentation of MTs. Miftahul Ulum Braja Selehah East Lampung in Academic Year of 2016/2017

**3. The Condition of Teachers and Office Employees MTs. Miftahul Ulum
Braja Harjosari Braja Selebah East Lampung**

Table 4

Teacher's and Office Employees MTs. Miftahul Ulum Braja Harjosari Braja
Selebah East Lampung

No	Nama dan Gelar	Tugas Mengajar	Tugas Tambahan
1	Suim Wahyudi, S.Pd. I	Bahasa Arab	KAMAD
2	Ahmad Sutirin, S.Pd	Matematika	WAKASARPRAS
3	Tukiyar, BA	Bahasa Lampung	
4	Sariman	IPS	BP
5	Siti Nurkhasanah, S.Pd	IPA	WAKAKUR
6	Edi Sugiatno, S.Pd	IPA	KA Lab
7	Munawaroh, S.Pd	Bahasa Indonesia	KA PERPUS
8	Muji Hartono, S.Pd. I	Perjaskes Akidah Akhlak	WAKASIS
9	M. Imam Munasirin, S.Sy	Fiqih Bahasa Arab	
10	Nur Jannah, S.Pd. I	PKN Seni Budaya	
11	Arif Nasrullah Syahr, S.Pd	SKI	OPERATOR
12	Misbat	Perjaskes Akidah Akhlak	
13	Muhammad Said	Al-Qur'an Hadis Aswaja	
14	Jajang Sugiharto, S.Pd	Bahasa Inggris	
15	Andri Ariyanto	Matematika	BENDAHARA
16	Mat Syaini, S.Ag	Fiqih	Pembina Madrasah
17	Muhajir, S.Pd	PKN	
18	Sunarto, S.Pd	Bahasa Indonesia	
19	Imam Badrudin Sultoni	Prakarya	KA TU
20	Hendra Listiawan, S.Pd. I		Pembina Ospram

*Source: Documentation of MTs. Miftahul Ulum Braja Selebah East Lampung
in Academic Year of 2016/2017*

4. The Condition Students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung

Table 5

The Condition Students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung in the Academic Year 2016/2017

No	Class	Sex		Total
		Male	Famale	
1	Clas VII	38	29	67
2	Class VIII	32	29	61
3	Class IX	32	30	62
Total of Students				190

Source: Documentation of MTs. Miftahul Ulum Braja Selebah East Lampung in Academic Year of 2016/2017

5. The Facilities of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung

Table 3

a. Room/Building

No	Building Facility	Total
1	Learning Room	6
2	Principle Room	1
3	The Vice Principle Room	-
4	Administrasi Room	1
5	Teacher Room	1
6	Concultation Room (BK)	1
7	Laboratory Room	1
8	Library Room	1
9	Toilet	2
10	Park Yard	1
11	Ceremony Yard	1
Total		16

Source: Documentation of MTs. Miftahul Ulum Braja Selebah East Lampung in Academic Year of 2016/2017

b. The Other Facility

No	Kinds of Facility	Total
1	Computer	6
2	Print	3
	Photocopy	-
4	Laptop	2
5	LCD	2
6	CD Learning	10
7	TV	2
8	Wearless	1
Total		26

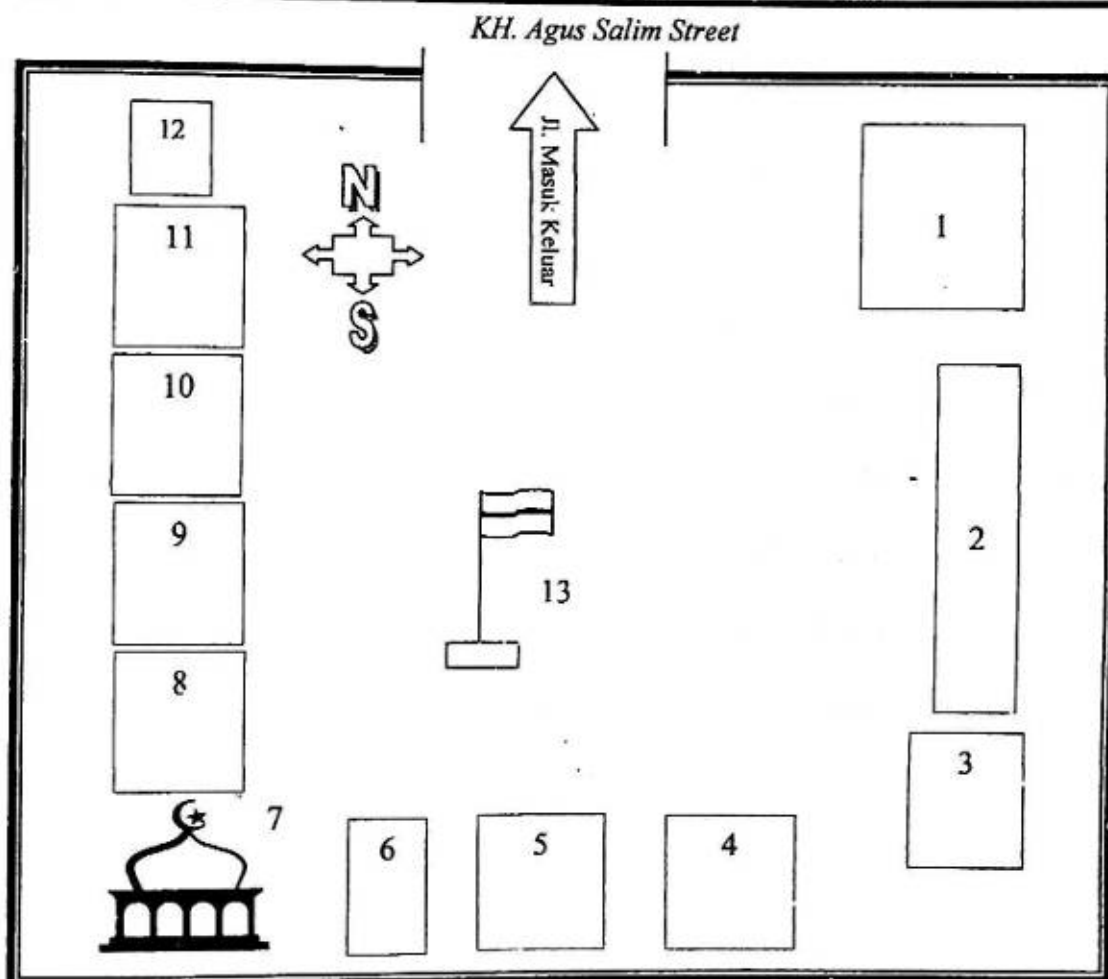
Source: Documentation of MTs. Miftahul Ulum Braja Selebah East Lampung in Academic Year of 2016/2017

Based on the table above, the facility of building at MTs. Miftahul Ulum is complete. There are many facilities that can be support in learning process. However there is still any facility that must be building by this school. Besides of facility in building, this school has many other facilities that can be support to increasing of school quality.

6. The Sketch Location of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung

Figure 3

Sketch Location of MTs. Miftahul Ulum Braja-Harjosari Braja Selebah East
Lampung Academic Year 2016/2017



Source: Documentation of MTs. Miftahul Ulum Braja Selebah East Lampung in Academic Year of 2016/2017

Official Statement:

- | | |
|-------------------|----------------|
| 1. Teacher Office | 8. Class Room |
| 2. Parking Area | 9. Class Room |
| 3. Labrary | 10. Class Room |

- | | |
|----------------------|--------------------|
| 4. Class Room | 11. Class Room |
| 5. Class Room | 12. Toilet |
| 6. Lab. IPA/Computer | 13. Ceremony Field |
| 7. Mosque | |

B. General Description of Research Data

Tenses, punctuation, spelling and pronoun are the kinds of subject that should be known by the students. In English, the students should master all of them. It make easy for the students to write well, especially in writing recount text. Tenses, punctuation, spelling and pronoun was familiar, but sometimes the students still confuse to uses all of them, especially in the uses of tenses.

- Even though they have studied it before, but sometimes they made mistake.

There are many kinds of grammatical errors that made by students in their writing. The writer just focus in writing recount text. So, in this research, the writer focus on some of grammatical error, there are tenses, punctuation, spelling and pronoun that usually the students made errors in writing especially in recount text.

Regarding to the object of this research, the researcher specified her main object to the students' writing test result of recount text. In this part, the researher describes the data that used case study. The data was taken from students test at the eighth grade students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung in the acadernic year of 2016/2017. The researcher chooses 10 students of 29 students result as the data resource.

C. The Data Analysis

The data were analyzed based on the framework proposed by Miles and Huberman model. This model consist of some steps to qualitative analyze data finding. The steps are:

1. Data Collection

This is the first step before the data are lively analyzed. The researcher got the students' writing test result as a sample in this research. Accordingly, the researher decided to observe 10 worksheets of the eighth grade students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung in the academic year of 2016/2017.

2. Data Reduction

Data reduction means the researcher selected the most important parts or the main points of all data she had gotten by summarizing and choosing specific things. The researcher, here, specified the research only on the grammatical error in writing recount text. The results of recount text writing bold and italic are the students errors. The following tables are the classification of data either tenses, punctuation, spelling, and pronoun.

a. The Detail of Errors in the Usage of Tenses

Table 7

Students' Code	Students' Errors Writing	Correct Sentence	Kinds of Error
AR	1. Last year we <u>drive</u> bus Pariwisata.	1. Last year we <u>drove</u> bus Pariwisata.	Verb
	2. to arrive at o'clock 13.00 beach. and <u>arrive</u> at mosque we.....	2. to arrive at o'clock 13.00 beach. and <u>arrived</u> at mosque we.....	Verb
	3. At o'clock 16.00 we	3. at 16.00 o'clock we	

	tackle..... . We <u>sit</u> at edge beach while <u>drink</u> coffe and <u>smoking</u>. 4. To arrive that we back home....., ... to <u>arrive</u> home and <u>tell</u> experience.....	tackled.... We <u>sat</u> at edge beach while <u>drank</u> coffe and <u>smoked</u>. 4. To arrive that we back home....., ... to <u>arrived</u> home and <u>told</u> experience.....	Verb Verb
AAA	1. I <u>have</u> a terrible day yesterday. 2. First, I <u>wake</u> up an hour late.....<u>don't</u> go off. 3., I <u>get</u> dressed so quickly that I <u>forget</u> to wear socks. 4. Next, ... But I <u>do not</u> have enough money. 5. Finally, ...? as the one I <u>have</u> yesterday	1. I <u>had</u> a terrible day yesterday. 2. First, I <u>woke</u> up an hour late.....<u>didn't</u> go off. 3., I <u>got</u> dressed so quickly that I <u>forgot</u> to wear socks. 4. Next, ... But I <u>didn't</u> have enough money. 5. Finally, ...? as the one I <u>had</u> yesterday	Verb Verb Verb Verb Verb
BA	1. I <u>have</u> to show.....I had <u>clean</u> the night before my school bag has to be neatly a <u>can</u> get near the door. 2. I <u>will</u> be able to <u>see</u> the tall staple of the school. 3. The playground..... and the noice <u>will</u> might me want to rush.	1. I <u>had</u> to show.....I had <u>cleaned</u> the night before my school bag had to be neatly a <u>could</u> get near the door. 2. I <u>would</u> be able to <u>saw</u> the tall staple of the school. 3. The playground..... and the noice <u>would</u> might me want to rush.	Verb Verb Verb
GS	1., I <u>see</u> the fisherman while catch..... 2. Then I <u>eat</u> with my family in there. After <u>puas</u>, ... 3. So, I <u>am</u> very happy	1., I <u>saw</u> the fisherman while catch..... 2. Then I <u>ate</u> with my family in there. After <u>satisfied</u>, ... 3. So, I <u>was</u> very happy	Verb Verb

	can holiday	can holiday	Verb
HAJ	1. It <u>is</u> getting darker and colder, ...	1. It <u>was</u> getting darker and colder, ...	Verb
	2. ..., we <u>hold</u> a fire camp night. We <u>sing, dance, read poetry, play</u> magic tricks, and even.....	2. ..., we <u>held</u> a fire camp night. We <u>sang, danced, read poetry, played</u> magic tricks, and even.....	Verb
	3., we <u>packing</u> our bags and got ready to go home.	3., we <u>packed</u> our bags and got ready to go home.	Verb
HP	1. We <u>has</u> a wonderful holiday in Klara. It <u>is</u> a really great place.	1. We <u>had</u> a wonderful holiday in Klara. It <u>was</u> a really great place.	Verb
	2. I <u>swim</u> two or three times day,.....	2. I <u>swam</u> two or three times day,.....	Verb
	3. I <u>get</u> on the bus and going to the north of the island.	3. I <u>got</u> on the bus and going to the north of the island.	Verb
	4. I <u>am</u> very enjoyed there and I want go there next time, ...and then he <u>is</u> very happy.	4. I <u>was</u> very enjoyed there and I want go there next time, ...and then he <u>was</u> very happy.	Verb
JAD	1. I <u>go</u> to Kuala Penet...., I <u>go</u> to there saem teachers, friends and ustadzah.	1. I <u>went</u> to Kuala Penet...., I <u>went</u> to there saem teachers, friends and ustadzah.	Verb
	2. I <u>go</u> to there with bicycle.....I <u>am</u> refreshing I like	2. I <u>went</u> to there with bicycle.....I <u>was</u> refreshing I like	Verb
	3. we <u>go</u> home eachs.	3. we <u>went</u> home eachs.	Verb
RM	1. My sister and I <u>go</u> to see film last night. It <u>is</u> Indonesia movie.	1. My sister and I <u>went</u> to see film last night. It <u>was</u> Indonesia movie.	Verb
	2. It <u>is</u> an interesting film.	2. It <u>was</u> an interesting film.	Verb
	3. nobody <u>know</u> where the plane.....so the passanger <u>has</u> to learn	3. nobody <u>knew</u> where the plane.....so the passanger <u>had</u> to learn	Verb
	4. The film <u>end</u> without		

	saying weather....was rescued or not.	4. The film <u>ended</u> without saying weather....was rescued or not.	Verb
UK	1. Upon <u>arriving</u> at the masjid istiqlal my friend and companion.....	1. Upon <u>arrived</u> at the masjid istiqlal my friend and companion.....	Verb
	2. After all <u>is</u> done, ...wanted to visit Monas.	2. After all <u>was</u> done, ...wanted to visited Monas.	Verb
UL	1. Yesterday <u>see</u> the elephants and rhinos conserved there. and Rhino santurary <u>location</u> in Labuhan Ratu, East Lampung.	1. Yesterday <u>saw</u> the elephants and rhinos conserved there. and Rhino santurary <u>located</u> in Labuhan Ratu, East Lampung.	Verb
	2. When we <u>get</u> there, we <u>see</u> some elephants performances.....	2. When we <u>got</u> there, we <u>saw</u> some elephants performances.....	Verb
	3. In the afternoon we <u>see</u> some animals which were being fed.	3. In the afternoon we <u>saw</u> some animals which were being fed.	Verb
	4. After tired, we <u>go</u> home. I <u>am</u> very happy.....	4. After tired, we <u>went</u> home. I <u>was</u> very happy.....	Verb

b. The Detail of Errors in Punctuation

Table 7

Students' Code	Students' Errors Writing	The Correct Sentence	Kinds of Error
AR	1. <u>to</u> arrive at o'clock 13.00	1. <u>To</u> arrive at o'clock 13.00	P
	2. I bide seek mosque for sembahyang. and arrive at mosque.	2. I bide seek mosque for sembahyang and arrive at mosque.	P
	3. <u>to</u> arrive that we back home at o'clock 17.30	3. <u>To</u> arrive that we back home at o'clock 17.30	P

	and	and	
AAA	1., but of course I missed <u>it</u> , I wanted to take a taxi. 2. Finally, ...my school only to discover that it was Sunday?	1., but of course I missed <u>it</u> , I wanted to take a taxi. 2. Finally, ...my school only to discover that it was Sunday.	P P
BA	1. My mother got I ready for school, then I has to wait for her brush <u>My</u> hair and place every <u>Strand</u> <u>In</u> just the perfect position. 2. Only after my mother wash totaly satisfied, would I be allowed to rush 3. <u>a</u> fter a walk of about 700 M.... . the play ground would be full in the summer and the noice will might me want to rush, into the yard and into a good game.	1. My mother got I ready for school then I has to wait for her <u>my</u> hair and place every <u>strand</u> in just the perfect position. 2. Only after my mother wash totaly satisfied, would I be allowed to rush 3. <u>A</u> fter a walk of about 700 M.... . <u>The</u> play ground would be full in the summer and the noice will might me want to rush, into the yard and into a good game.	P P P
GS	1. We went there by car, <u>there</u> are many boats, I see the fisherman while catch.... 2. Then I eat with my family in there, <u>a</u> fter puas me and my family go home.	1. We went there by car, <u>There</u> are many boats, I see the fisherman while catch.... 2. Then I eat with my family in there. <u>A</u> fter puas me and my family go home.	P P
HAI	1., the camping ground after we walked for about one, and a half hour from the parking lot. 2., we spent our time observating planting and insects, while the girls were preparing meals. 3. We sing, dance, read poetry, play magic	1., the camping ground after we walked for about one and a half hour from the parking lot. 2., we spent our time observating planting and insects while the girls were preparing meals. 3. We sing, dance, read poetry, play magic	P P P

	tricks, and even some of us....	tricks and even some of us....	
HP	1. The people was friendly, the flood was great, and the weather was alot better than at home.	1. The people was friendly, the flood was great and the weather was alot better than at home.	P
	2., but my brother, just spent all he time lying on the beach....	2., but my brother just spent all he time lying on the beach....	P
	3., with my brother, and then he is very happy.	3., with my brother and then he is very happy.	P
JAD	1. I go to Kuala Penet 20 February 2016, I go to there	1. I go to Kuala Penet 20 February 2016, I go to there	P
	2. And the sad more in middle trip clear...	2. and the sad more in middle trip clear...	P
RM	1. It showed how people can quickly change when they have to look after themselfe In the jungle.	1. It showed how people can quickly change when they have to look after themselfe in the jungle.	P
	2. where the plane had crushed, so the passanger has to learn how to hunt for food in the jungle, and how to catch....	2. where the plane had crushed, so the passanger has to learn how to hunt for food in the jungle and how to catch....	P
UL	1. and others entertaining performance, In the afternoon we see.....	1. and others entertaining performance, In the afternoon we see.....	P

c. The Detail of Errors in Spelling

Table 8

Students' Code	Students' Errors Writing	The Correct Sentence	Kinds of Error
AR	1. I holiday to Sari Ringgung beach saem <u>theacher</u> and my	1. I holiday to Sari Ringgung beach saem <u>teacher</u> and my friend.	S

	friend. 2. We all ready to arrive home and tell <u>experieen</u> we that all very <u>happynest</u> .	2. We all ready to arrive home and tell <u>experience</u> we that all very <u>happyness</u> .	S
BA	1. Only after my mother was <u>totaly</u> satisfied	1. Only after my mother was <u>totally</u> satisfied	S
	2. I <u>woud</u> leave home at 8pm on the dot <u>dnd</u> make my way down the line.	2. I <u>would</u> leave home at 8pm on the dot <u>and</u> make my way down the line.	S
	3. The paly ground would be full in the <u>sumer</u> and the noice....	3. The paly ground would be full in the <u>summer</u> and the noice....	S
JAD	1. I go to <u>dheere</u> saem teachers, friend and ustadzah.	1. I went to <u>there</u> saem teachers, friend and ustadzah.	S
	2. I go to there with bicycle saem and I <u>theree</u> with I am refresing I like you very and <u>sand</u> Pondok....	2. I go to there with bicycle saem and I <u>there</u> with I am refresing I like you very and <u>sons</u> Pondok....	S
	3. clear joke in <u>ito</u> follow by ustadzah....	3. clear joke in <u>to</u> follow by ustadzah....	S
RM	4. It is <u>Indonesia</u> movie. It showed how people can <u>quilkly</u> change when they have to look after themselfe.	4. It is <u>Indonesian</u> movie. It showed how people can <u>quickly</u> change when they have to look after themselfe.	S
	5. Although the <u>pasanger</u> were <u>sawe</u> nobody knew where the plane had crused. So the <u>pasanger</u> has to learn....	5. Although the <u>passenger</u> were <u>safe</u> nobody knew where the plane had crused. So the <u>passenger</u> has to learn....	S
	6. The film ended without saying weather <u>pasanger</u>	6. The film ended without saying weather <u>passenger</u>	S
UK	1. ..., I <u>feed</u> sad, become that time not been to ancol and monas.	1. ..., I <u>felt</u> sad, become that time not been to ancol and monas.	S
	2. <u>Affer</u> all is done, my and my friend wanted	2. <u>After</u> all was done, my friend and I	S

	to visit monas. 3. and get home in the <u>marmng</u> .	wanted to visit monas. 3. and get home in the <u>morning</u> .	S
UL	1. In the afternoon we see some animals which <u>wece</u> being fed.	1. In the afternoon we see some animals which <u>were</u> being fed.	S

d. The Detail of Errors in Pronoun

Table 9

Students' Code	Students' Errors Writing	The Correct Sentence	Kinds of Error
AAA	1. Next, <u>me</u> ran out of the house trying to get the 9.30 bus,.....	1. Next, <u>I</u> ran out of the house trying to get the 9.30 bus,.....	Pronoun
BA	1. My mother got <u>I</u> ready for school then I has to wait for.....	1. My mother got <u>me</u> ready for school then I had to wait for.....	Pronoun
	2. I have to show <u>she</u> my shoes that I had.....	2. I had to show <u>her</u> my shoes that I had.....	Pronoun
GS	1. Last holiday, my family and <u>me</u> went to Kuala Penet.	1. Last holiday, my family and <u>I</u> went to Kuala Penet.	Pronoun
	2. <u>Me</u> and my family sit in the stone in near the beach.	2. My family and <u>I</u> sat in the stone in near the beach.	Pronoun
	3. After puas <u>me</u> and my family go home.	3. After satisfied <u>I</u> and my family went home.	Pronoun
HAI	1. Last weekend, my friends and <u>me</u> went to camping.	1. Last weekend, my friends and <u>I</u> went to camping.	Pronoun
HP	1., but my brother, just spent all he time lying on the beach with <u>he</u> eyes close.	1., but my brother just spent all his time lying on the beach with <u>his</u> eyes close.	Pronoun
UK	1. After all is done, <u>my</u> and a friends wanted visit Monas.	1. After all was done, My friends and <u>I</u> wanted visited Monas.	Pronoun
UL	1. Yesterday <u>me</u> and my	1. Yesterday <u>I</u> and my	Pronoun

family went to Way Kambas National Park.....	family went to Way Karnbas National Park.....	
2. I am very happy in <u>me</u> holiday.	2. I am very happy in <u>my</u> holiday.	Pronoun

Based on data above, the students still lack of understanding in use of tenses in writing recount text. Many students were not adjusting related to the use of tenses based on the function of them. There were many mistake made by students in using of tenses and punctuation.

3. Data Display

Data display is classified the data according to certain types or groups. In addition, it should be able to describe the whole or certain parts of the research. Out of 10 answer sheets of recount writing taken English teacher at the eighth grade students of MTs. Miftahul Ulum Braja Harjosari Braja Selebah East Lampung academic year 2016/2017, the researcher found the frequency of the errors there are the error on usage tenses there were 51%, punctuation there were 24%, spelling there were 16%, and 9% on usage pronoun.

Table 10

The Frequency of Errors of the Using Tenses, Punctuation, Spelling and Pronoun

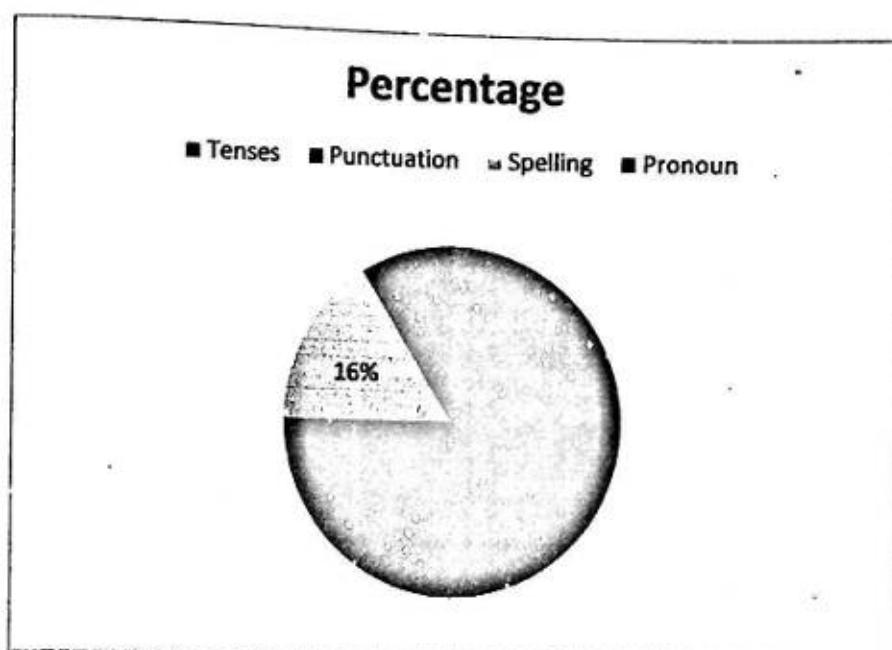
NO	Name	Using Grammar				Total Error
		Tenses	Punctuation	Spelling	Pronoun	
1	AR	9	3	3	-	14
2	AAA	7	2	-	1	10
3	BA	7	8	4	2	21

4	GS	6	5	-	3	14
5	HAJ	6	3	-	1	10
6	HP	7	4	-	2	13
7	JAD	5	2	4	-	11
8	RM	7	3	6	-	16
9	UK	5	-	3	1	9
10	UL	7	1	1	2	11
Total		66	31	21	12	129
Percentage %		51%	24%	16%	9%	100%

The table above represents errors of students' in writing test. The students still difficult in using tenses correctly. Geneally, were found related to errors in using tenses. So, the biggest errors made by students' is in tenses and the smallest errors is in the use of pronoun.

The following chart is to describe the analysis percentage of errors of the using tenses, punctuation, spelling and pronoun in data result.

Figure 4



Source: Frequency of an Grammatical Errors analysis of the using tenses, punctuation, spelling and pronoun in recount text

Based of the figure above, the researcher conclude that the result of writing test from students' in the eighth grade of MTs. Miftahul Ulum Braja Harjosari Braja Selèbah East Lampung is they have difficulties in writing recoun text of the using tenses, punctuation, spelling and pronoun. But, the students still lact in the using of tenses. So, the most dominan of grammatical errors made by students' is in the using tenses, the middle errors is in the using punctuation and spelling and the little grammatical errors is in the using pronoun.

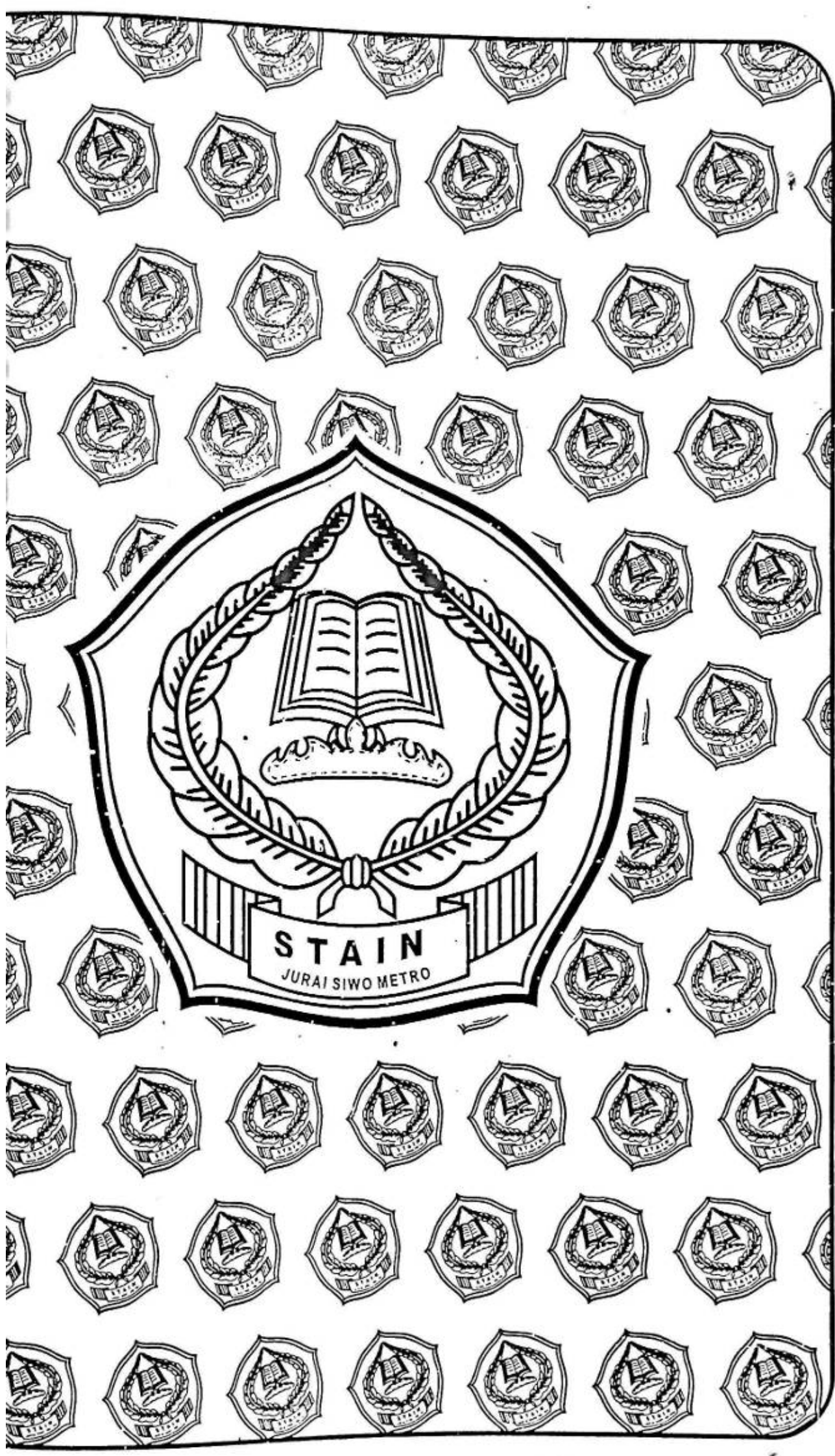
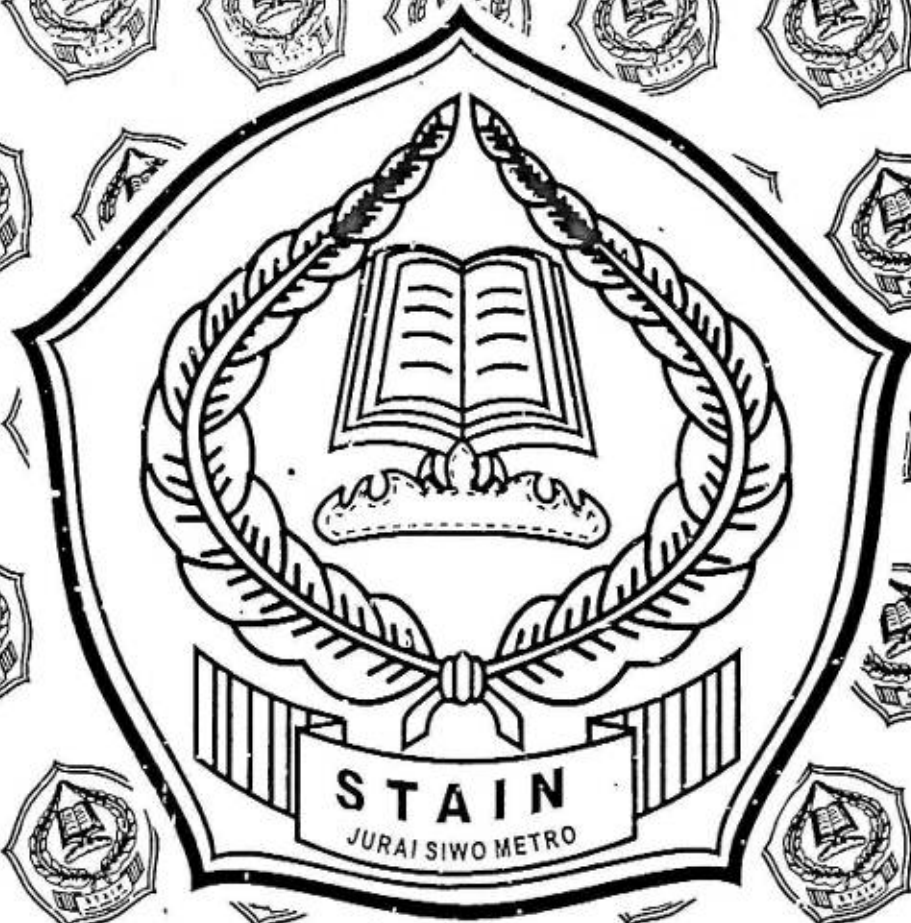
4. Discussion

The result of this analysis described that in fact there are some error in tenses, puntuation and spelling, and pronoun commonly in writing recount text. The researcher, furthermore, found three common

grammatical error namely tenses has 51% errors, punctuation has 24%, spelling has 16% errors, and pronoun 9% errors. Accordingly, the biggest errors made by students are the using of tenses in recount text and smallest errors are in the using of pronoun.

Grammatical errors which has been found by writer are mostly caused by students still confuse interference grammatical in English because the formulating in English is different from Indonesia. The errors are caused of the students are still difficult to use tenses, punctuation, spelling, and pronoun correctly, limited of time, lack of writing experience and lack of strategy in writing performance.

The correction for writing recount text result should be conducted. Because as previously stated that aim of this research is to improve the students writing recount text in MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung by analyzing the errors in using tenses, punctuation and spelling, and pronoun. The students should learn and practice more about the usage grammar correctly and the teacher should use suitable strategy, method and media to make students easy in learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer would like to take the conclusion as follows: Most of the students at the eighth grade of MTs. Miftahul Ulum Braja Harjosari Braja Selehah East Lampung committed the some grammatical errors: tenses, punctuation, spelling and pronoun. The percentage of the errors of the students' writing recount text that is in tenses has 51% errors, punctuation has 24%, spelling has 16% errors, and pronoun 9% errors. The students should learn and practice more about the usage grammar correctly and the teacher should use suitable strategy, method and media to make students easy in learning process.

B. Suggestion

Considering the discussion of the research, the researcher proposes suggestion as follow:

1. For the Headmaster
 - a. The headmaster should support the English learning process by preparing the facilitation and instrument of English learning completely.
2. For the English Teacher
 - a. The English teacher should motivate the students to be more active in English learning process by helping them.

- b. The English teacher should add media to make easy the students in understanding the usage of grammar.
 - c. The English teacher gives suggestion to the students to increase their ability in writing recount text performance.
3. For the Students
- a. The students should enlarge knowledge about grammar more in order to have good writing recount text performance.
 - b. The students are suggested to increase their mastery in grammar and their writing recount text performance.

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