AN UNDERGRADUATE THESIS

**AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS'
ENGLISH WRITING OF MTs MA'ARIF NU 04
PEKALONGAN EAST LAMPUNG**

By:

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English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS' ENGLISH WRITING OF MTs MA'ARIF NU 04 PEKALONGAN EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
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By:

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APPROVAL PAGE

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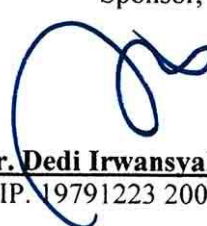
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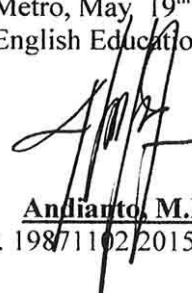Faculty : Tarbiyah and Teacher Training

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Metro, May 19th 2022

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The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

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AssalamualaikumWr.Wb.
      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Fakultas   : Tarbiyah dan Ilmu Keguruan (FTIK)
Judul Skripsi **: AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS' ENGLISH WRITING OF MTs MA'ARIF NU 04 PEKALONGAN EAST LAMPUNG**

Sudah kami setujui dan dapat diajukan untuk di-munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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Dosen Pembimbing   Ketua JurusanTadris Bahasa Inggris

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS' ENGLISH WRITING OF MTs MA'ARIF NU 04 PEKALONGAN EAST LAMPUNG, Written by: Asep Hermawan, Student Number 1501070155 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on juni 16th, 2022, at 13.00-15.00.

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ABSTRACT

AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS' ENGLISH WRITING OF MTS MA'ARIF NU 04 PEKALONGAN EAST LAMPUNG IN ACADEMIC YEAR OF 2021/ 2022

By:
ASEP HERMAWAN

Writing skill is one of the language skills that must be mastered by students. Through writing activities, the students can express all ideas, concepts and feelings. But among other skills, writing is a difficult skill for students. One of the components which are also very important in making writing is grammar. From some of these aspects, writing become a difficult skill and students often make errors. The strategy that can prevent students from making error is error analysis. By using error analysis, the teachers try to identify, describe and explain the errors made by students.

The objectives of the research were to describe and analyze the errors made by the students in making recount text. The researcher takes a class to conduct the research using purposive sampling technique. In this research, the researcher takes one assignment in students' English task books. It is the last assignment of writing recount text. The researcher analyzes students' recount text writing based surface strategy taxonomy. In analyzing the students' error in writing recount text, the writer used some techniques as collecting the data, identifying and classifying the data of students' error, counting the number of each error, calculating the percentage of each error.

At the seventh grade of MTs Ma'arif NU 4 Pekalongan in the academic year of 2020/ 2021. The researcher found various types of error based on surface strategy taxonomy of recount text whose total was 78. As seen in the above, the most error if error of misformation of 51 or 65.38%. Then the following error is error of omission with 21 times or 26.92%. The third position is error of addition of 3 or 3.84%. The last error is error of misordering with 3 times or 3.84%

Key words: *Error, Error Analysis, Writing*

ABSTRAK

**ANALISIS KESALAHAN TATA BAHASA PADA PENULISAN
BAHASA INGGRIS SISWA MTS MA'ARIF NU 04 PEKALONGAN
LAMPUNG TIMUR TAHUN PELAJARAN 2021/2022**

Oleh:
ASEP HERMAWAN

Keterampilan menulis merupakan salah satu keterampilan berbahasa yang harus dikuasai oleh siswa. Melalui kegiatan menulis, siswa dapat mengungkapkan segala ide, konsep dan perasaan. Namun di antara keterampilan lainnya, menulis merupakan keterampilan yang sulit bagi siswa. Salah satu komponen yang juga sangat penting dalam membuat tulisan adalah tata bahasa. Dari beberapa aspek tersebut, menulis menjadi keterampilan yang sulit dan siswa sering melakukan kesalahan. Strategi yang dapat mencegah siswa melakukan kesalahan adalah analisis kesalahan. Dengan menggunakan analisis kesalahan, guru berusaha mengidentifikasi, mendeskripsikan, dan menjelaskan kesalahan yang dilakukan siswa.

Tujuan dari penelitian ini adalah untuk mendeskripsikan dan menganalisis kesalahan-kesalahan yang dilakukan siswa dalam membuat teks recount. Peneliti mengambil satu kelas untuk melakukan penelitian dengan teknik purposive sampling. Dalam penelitian ini, peneliti mengambil satu tugas di buku tugas bahasa Inggris siswa. Ini adalah tugas terakhir menulis teks recount. Peneliti menganalisis teks recount siswa berbasis strategi permukaan taksonomi. Dalam menganalisis kesalahan siswa dalam menulis teks recount, penulis menggunakan beberapa teknik seperti mengumpulkan data, mengidentifikasi dan mengklasifikasikan data kesalahan siswa, menghitung jumlah setiap kesalahan, menghitung persentase setiap kesalahan.

Pada kelas VII MTs Ma'arif NU 4 Pekalongan tahun ajaran 2020/2021. Peneliti menemukan berbagai jenis kesalahan berdasarkan taksonomi strategi permukaan teks recount yang berjumlah 78. Seperti terlihat pada gambar di atas, kesalahan terbanyak jika kesalahan salah formasi sebesar 51 atau 65,38%. Kemudian error berikutnya adalah error of omission dengan 21 kali atau 26,92%. Posisi ketiga error penambahan 3 atau 3,84%. Error terakhir adalah error misordering sebanyak 3 kali atau 3,84%.

Kata kunci: Kesalahan, Analisis Kesalahan, Penulisan

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

    Name   : ASEP HERMAWAN

    Student Id   : 1501070155

    Department   : English Education Department

    Faculty   : Tarbiyah and Taeacher's Training

State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are exceped from bibliographies mentioned.

Metro, June 8th, 2022
The Researcher,

Asep Hermawan
St. Number. 1501070155

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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    NPM   : 1501070155

    Jurusan   : Tadris Bahasa Inggris (TBI)

    Fakultas   : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 08 Juni 2022
Yang membuat pernyataan,

Asep Hermawan
NPM. 1501070155

x

MOTTO

هَلْ جَزَآءُ ٱلْإِحْسَٰنِ إِلَّا ٱلْإِحْسَٰنُ ۞ (سورة الـرحـمـن, ٦٠)

There is no reward for good except goodness (too). (Q.S. Ar: Rahman: 60)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

1. My beloved parents Mr. Ngadiono dan Mrs. Tunziyah who always pray and give support in their endless love.

2. My beloved brother, Yueni, Haryono, Haryawan, Haryanto, Harudin, Agung Ginanjar, and my beloved sister Wahyuni and Lina Lestari.

3. My beloved almamater of State Institute for Islamic Studies of Metro

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1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.

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4. Dr. Dedi Irwansyah, M.Hum, as the advisor who given the researcher, advice and suggestion, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, June 8th, 2022
The researcher,

Asep Hermawan
St. Number. 1501070155

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.[1]

In Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship with other nations but also as a subject learned at school. By studying English, it is hoped that Indonesian people can keep communication with other people in the world. Today, the study of English continues to take up an important place in our educational curriculum.

Within the scope of the school, writing is an integral part of the teaching and learning process. Writing makes students active in learning activities and stimulates student skills in composing words. However, in its application many students are experiencing difficulties. The cause is a mistake in teaching that is too rigid to give the impression that writing is difficult. Many teachers have not been able to present the subject matter in an

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[1] Muniroh, *A Content Analysis of The English Textbook Entitled "When English Rings Bell" for Grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*, (Semarang: UIN Walisongo, 2018), p.1

appropriate and interesting way. Therefore, the students eventually cannot afford and do not like to write.

In fact, writing skill is one of the language skills that must be mastered by students. Through writing activities, the students can express all ideas, concepts and feelings. But among other skills, writing is a difficult skill for students. "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 consults dictionaries, grammar books or other reference material to help them.[2]

From the description above, it could be comprehended that the mastery of structure and material is the key to succeed for students in writing. One of the components which are also very important in making writing is grammar. Grammar is a set of structured rules organize sentences, phrases, and words. By mastering grammar we are able to assess the use of unstructured English. Grammar does contain rote-memorization and formulas on the use of verbs, additional words, time differences, and so forth on.

The students are often making some errors. They often apply Indonesian grammar in their writing. Whereas in every language already has its own grammar rules. It also could from students errors in internalizing their new system in the target language. They have made wrong generalization in their sentences. Errors can occur because the learning process of students,

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[2] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.31

whether from student fatigue, careleness, or others. Sometimes the teachers gave incorrect information for students, so the students also required the wrong information and it continued until the next level. From some of these aspects, writing become a difficult skill and students often make errors.

On the other hand, errors are part of learning itself. Corder in Ishida support the statement by stating, errors are evidence of the learner's strategies of acquiring the language rather than the signs of inhibition of interference from native language habits.[3] Students usually do not realize when they make errors, it can happen because they often apply something without being reviewed first.

Based on the statements above, make error is acceptable. It means that students errors provide evidence that the teacher must have strategies and do something to avoid students to make errors again. The strategy that can prevent students from making error is error analysis. By using error analysis, the teachers try to identify, describe and explain the errors made by students. It can help the teachers to minimize students' errors in their teaching and learning process. Realizing that error is inevitable in learning process, the teachers should pay attention to their errors. It will help them to avoid making the same error by analyzing the error itself.

In English lesson there is one material that must be mastered by students, that is recount text. Recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written

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[3] Masachika Ishida, *"Error Analysis and its Significance in Second Language Teaching": A Brief Survey of the Theoretical Aspect of Error Analysis*, 1982, p.3

out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.[4] Therefore, recount text will make the students easier to write because every student has experiences that they can tell and share in their writing.

Referring to the statements above, the writer interest to conducting this research in entitled *" An Analysis of Grammatical Errors in Students' English Writing Writing of MTs Ma'arif NU 04 Pekalongan East Lampung"*. The researcher will analyze students' errors based on surface strategy taxonomy to classify the types of errors. It helps the teachers to identify the students' strenghts and weakness and provide feedback to them.

B. Problem Formulation

Based on the background of the study, the researcher formulated the problem as follows:

1. What are types of errors made by the students in writing recount text based on surface strategy taxonomy?

2. What are the proportions (frequency and percentage) of errors made by the students in writing recount text based on surface strategy taxonomy?

C. Objective and Benefit of Study

1. Objective of the Study

The objectives of the research were:

a. To find out the most common errors made by students in writing recount text.

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[4] Natanael Saragih, Roswita Silalahi, Hilman Pardede, "The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar", *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol. 19, No. 1, Ver. XII, February 2014, p. 57.

b. To find out proportions (frequency and percentage) of errors committed by students.

2. Benefits of The Study

It was hoped that the result of the research could be used as:

a. English teacher

It could help them in teaching and learning activities and identify the error in English writing.

b. Students

It was important for them to know the error that appear in English writing.

c. The other researchers

It could be something to be searched and to find the solution, strategy or method for the students in order to decrease errors.

d. School or institution

It gave more information about the writing background in their school why they did errors then it can follow up this problem.

D. Prior Research

The first previous research was done by Abushihab. This study investigates and classifies grammatical errors in writing made by twenty second-year students at the Department of English Language learning English as a foreign language in Gazi University of Turkey.[5] The students are enrolled in a writing course in the first semester of the academic year 2011 – 2012.

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[5] Ibrahim Abushihab, An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language, *International Journal of Linguistics*, 2014, Vol. 6, No. 4, 213

They were asked to write about the difficulties they face while learning English. The errors committed by the subjects are classified under five categories. They are errors in tenses, in the use of prepositions, in the use of articles, in the use of active and passive, and morphological errors. The results show that the participants made 179 grammatical errors of which 27 errors are in tenses, 50 errors in the use of prepositions,52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors.

The second previous research was done by Wulandari. This study is aimed to know the grammatical errors found in the articles' abstracts of scholarly journals published by one of Indonesian Islamic State Colleges in 2008-2010.[6] The theory used to analyze the data in this case study is Burt and Kiparsky's theory, namely Surface Strategy Taxonomy. This theory divides errors into errors of omission, errors of addition, errors of misformation and errors of misordering. This results of the study show that there are 172 items of grammatical errors. The most frequent type of grammatical error is omission with the total number is 72 items or 41.9%. The second is errors of misformation which consist of 57 items or 33.1%. The next is errors of addition (27 items or 15.7%) and finally is errors of misordering as the least number of errors with 16 items or 9.3%.

The third previous research was done by Stapa and Izahar. This article analyses errors on subject-verb agreement among post-graduate teacher

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[6] Indra Wulandari, Grammatical Errors Found in Articles' Abstracts of Indonesian Scholarly Journals, *JEELS*, Volume 1, Number 1, November 2014, 12

trainees in a college in Malaysia.[7] Twenty postgraduate (English Language Studies) students from a teachers" training college from the northern state of Malaysia has participated in the study. The study examine errors in 5 types of subject-verb agreements: subject verb agreement of person, subject verb agreement of number, agreement with coordinated subject, agreement with indefinite expression of amount and also notional agreement and proximity. The instruments used in this study are 2 types of written compositions: argumentative and factual. The compositions were analyzed to identify the problems in writing grammatically correct subject-verb agreement by the students. The results of the study reveal that majority of the students have committed errors in subject-verb agreement especially in SVA of number and followed by SVA of person. The students were found to avoid using the complex sub-rules of SVA that include the agreement with coordinated subject, agreement with indefinite expressions of amount and also notional agreement and proximity.

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[7] Siti Hamin Stapa and Mohd Mustafa Izahar, Analysis of errors in subject-verb agreement among Malaysian ESL learners, *3L The Southeast Asian Journal of English Language Studies* Vol 16 (1), 1-18

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Error Analysis

Error Analysis is inevitable when students make an error in process of language learning. Fundamentally, learning is a process that involves the making of mistakes, errors, misjudgment, etc. So, that is why students will make an error in their process of acquiring new language because students find many different characteristic of language which is different in their own mother tongue. However, it is important for the teacher to recognize the errors. Thus, for the students will not do the same errors.

Error Analysis (EA) henceforth is a branch of Applied Linguistics and has two functions. The first function is theoretical which has its place in methodology and describes the learner's knowledge of the target language.[1] It also helps the researcher find out the relation between the knowledge and teaching the learner has been receiving. The practical area of EA is to overcome the mismatch between the knowledge of the learner and the demands of the situation.

Errors in language learning have always been the centre of attention and knowledge of grammar has become one of the most actively discussed questions in language and literacy pedagogy. Errors are commonly made by

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[1] Ibrahim Abushihab, An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language, *International Journal of Linguistics*, 2014, Vol. 6, No. 4, 214

human in the process of learning a language especially a foreign language. Richards et.al state that:

> Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners.[2]

Another concept of error analysis is given by Brown, he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.[3] In addition, errors committed by the learners revealed the true state of second language learners' proficiency of the new language they are learning at a particular point of time. Apart from that they also revealed what the second language learners do not know and what they have internalized of the new language system.[4]

In addition, Crystal cited in Ahamed and Othman defines "error analysis" in language teaching and learning, as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics'' .[5]

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[2] Jack Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London : Longman, 1985), p.96

[3] Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Prentice Hall, 1987), p.166

[4] Siti Hamin Stapa and Mohd Mustafa Izahar, Analysis of errors in subject-verb agreement among Malaysian ESL learners, *3L The Southeast Asian Journal of English Language Studies* Vol 16(1), 2

[5] Fawzi Eltayeb Yousuf Ahamed and Hatim Mohammed Ahmed Mohammed Othman, Analysis and Assessment of Lexical Errors Committed by Saudi EFL University Students in Descriptive Essay Writing, *International Journal of English Language and Linguistics Research*, Vol.7, No 6, pp. 1-26, December 2019, 4

From those definitions above, it can be inferred that error analysis is a process of study in learning second language that meant to determine errors which are made by learners, which function to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

B. Error and Mistake

Mourtaga cited in Abushihab points out that errors and mistakes are different from each other because an error cannot be self-corrected and is caused by a learner's inadequate knowledge of the target language whereas a mistake can be self-corrected.[6]

Errors occur repeatedly and cannot be recognized by the learner. Hence, only the teacher or researcher could locate them. While mistakes according to Yuksel cited in Abushihab are not a result of deficiency in competence. They can be characterized by the slips of the pen or the slips of the tongue.[7]

Errors are significant to the learner because they provide evidence of the existence of an interlanguage. Mistake, on the other hand, are not significant to the learner. The difference between "mistake" and "errors" are as follows: a mistake is a performance error that is either a random guess or a "slip", in that it is a failure utilize a known system correctly.[8]

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[6] Ibrahim Abushihab, An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language, *International Journal of Linguistics*, 2014, Vol. 6, No. 4, 214

[7] *Ibid*

[8] Merlyn Simbolon, An Analysis of Grammatical Errors on Speaking Activities, Journal *on English as a Foreign Language*, Volume 5, Number 2, September 2015, 74

Mistakes can be self-corrected when attention is called. Whereas, an 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. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.[9]

Based on the explanation above, it can be concluded that a mistake is something made by someone unconsciously. He or she already knows the rules. And he or she can fix it. On the other hand, an error is something that is made by a learner unconsciously, and he or she does not know the rules, and he or she cannot fix the error he or she makes either.

C. The Description of Errors

The students make errors in English very many kinds, and it happens unnoticed by the students themselves. Errors can be their competence in learning English. They cannot revise their own mistakes. James clarified to identify errors by applying the following stages:

1. Error Detection

In error detection, as we pointed out earlier, no more than a reasonably firm yes or no decision is called for. We use the sentence as our unit of analysis and ask our informants to report their intuition. Error

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[9] Fawzi Eltayeb Yousuf Ahamed and Hatim Mohammed Ahmed Mohammed Othman, *Analysis and Assessment of Lexical Errors Committed by Saudi EFL University Students in Descriptive Essay Writing, International Journal of English Language and Linguistics Research*, Vol.7, No 6, pp. 1-26, December 2019, 5

analysis has to be more demanding than this, however, as additional question are asked about the putative 'detected' error.[10]

2. Locating Errors

Error location is not always so straight forward. Not all errors are easily localizable in this way.[11] We have to be also through in locating errors, because some errors may happen in every sentence. Some errors can be diffused throughout the sentence or the whole text. the errors will appear only after the whole text is carefully examined. Thus, we have to be careful to locate the errors.

3. Describing Errors

The system used for the description of learners' errors must be one having two essential characteristics. First, the system must be well-developed and highly elaborated, because many errors made by even beginners are remarkably complex. The second, the system in terms of which the learners' errors are described is that it should be as simple, self-explanatory and easily learnable as possible.[12]

4. Error Classification

Error classification is the fourth step in the description of error. We must decide people's by classifying the types of each error.

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[10] Carl James, *Error in Language Learning and Use: Exploring Error Analysis*, (London: Routledge, 1998), p. 91.
[11] *Ibid*, p. 93.
[12] *Ibid*, p. 95.

5. Error Taxonomies

In addition to error detection, locating error, describing error, and error classification, the latter is error taxonomies. There are several kinds, as follow:

a. Linguistic Category Classification

This type of taxonomies carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the target language based on the linguistic item which is affected by the error.[13] In this category we need to specify the grammatical system that the error affects, such as tense, number, voice countability, transitivity, etc.

b. Surface Strategy Taxonomy

This is the second type of descriptive taxonomy proposed by Dulay, et.al.[14] This taxonomy as being based on the ways surface structures are altered. There are five further subtypes, as follow: omission, addition, misformation, misordering, and blends.

D. The Sources of Errors

It is necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis points out the source of error into four categories:

1. Psycholinguistic sources concern the nature of the second language knowledge system and the difficulties learners has using in it production.

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[13] *Ibid*, p. 104.
[14] *Ibid*, p. 106.

2. Sosiolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.

3. Epistemic sources concern the learners' lack of world knowledge.

4. Discourse sources involve problems in the organization of information into a coherent 'text'.[15]

   Different from Ellis, Brown categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

2. Intralingual transfer is the negative tranfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.

3. Context of learning is the context refers, for example, to the classroom with its teacher and its materials in the case of school learning of the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation of the textbook which lead them to make errors.

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[15] Rod Ellis and Gary Barkhuzein, *Analysing Learner Language*, (Oxford: Oxford University Press, 2008), p. 53.

4. Communication strategies is related to the learning style. The learners obviously use production strategies in order to enhace getting their messages across. However, at times these techniques can themselves become a source of error.[16]

James' idea parallels with Brown in talking about the sources of error as follows:

1. *Mother-tongue Influence: Interlingual Errors*. The error caused by the mother tongue interference. The learners are influenced by the persistence of the their native language in using the target language.

2. *Target Language Causes: Intralingual Errors*. The learners in ignrance of a target language form on any level and of any cass can do either of two things:

   a. The learner can set about learning the needed item, engaging the learning strategies.

   b. The learner can try to fill the gap b resorting to communication strategies.

3. *Communication Strategy-Based Errors*. The error includes holistic strategies and analytic strategies.

   a. *Holistic strategies*, the term 'holistic' refers to the learners' assumption. The most general term for this approximation.

   b. *Analytic strategies*, express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.

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[16] Doulgas Brown, *Principle of Language Learning.*, p. 263-266.

4. *Induced Error* refers to the learner errors that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercised-based induced error, errors induced by pedagogical priorities, and look-up errors.[17]

It can be concluded that Taylor classifies the source of error based on the learners' linguistic development stage. While Brown and James classify the source of error into four main categories, namely: interlingual transfer, intralingual transfer, context of learning and communication strategies or in James called induced error.

E. The Types of Error

Every human must have made an error in the language they say. Although they are very mastered the language but certainly not escape from the error. In error analysis, there are types that describe the errors. Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguishes three types of error according to their systematically:

1. Pre-systematic errors occur when the learner is un ware of the existence of a particular rule in the target language. They are random.

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[17] Carl James, *Error in Language Learning and Use*., 179-200.

2. Systematic errors occur when the learner has discovered a rule it is the wrong one.

3. Post-systematic errors occur when the learner knows the correct target language rule but uses it in consistency (i.e. makes a mistakes).[18]

According to Dulay, there are four most useful and commonly used bases for descriptive classification of errors:

1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component and the particular linguistic constituent that the error affects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).[19]

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discourse. If we want to analyze the errors, we have to determine its category.

2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misformation items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learners' reconstruction of

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[18] Rod Ellis and Gary Barkhuzein, *Analysing Learner Language*., p. 51.
[19] Heidi Dulay, et.al, *Language Two,* (New York: Oxford University Press, 1982), p. 146.

the new language. [20] In this category includes some types, such as omission, addition (double markings, regularization, and simple addition), misformation (regularization errors, archi-forms, and altering forms), and misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs.[21] Language learners omit grammatical morphemes much more frequently than content words.For example:

Mary is the president of the new company.

1) *Mary, president, new, company*. (Content Morpheme)

2) *Is, the, of, the*. (Grammatical Morpheme)

From the sentence "Marry the president of the new company." Then Omission of Grammatical Morpheme '*is*' and if the sentence "Marry is the president of the new." So Omission of Content Morpheme '*Company*'.

b. Addition

Addition errors are the presence of an item which must not appear in a well-formed utterance.[22] There are three types of addition errors, namely: double marking, regularization, and simple addition.

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[20] *Ibid*, p. 150.
[21] *Ibid*, p. 154.
[22] *Ibid*, p. 156.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.[23] Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in: [24]

Example:

(Incorrect) We didn't *went* there.

(Correct) We didn't *go* there.

2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.[25]Typically applies to a class of linguistic items such as the class of main verbs or the class of nouns. The noun *sheep* is also *sheep* in the plural, not *sheeps*.

Example:

(Incorrect) the *sheeps* usually eat the grass.

(Correct) the *sheep* usually eat the grass.

3) Simple Addition

If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features

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[23] *Ibid*.
[24] *Ibid*.
[25] *Ibid*., p. 157.

characterize simple additions other than those that characterize all addition errors the use of an item which should not appear in a wellformed utterance.[26]

Example:

(Incorrect) He can *sings* well.

(Correct) He can *sing* well.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.[27]

For example:

The dog *eated* the chicken. (incorrect)

The dog *ate* the chicken (correct)

From the sentences above, the word 'eated' in the first sentence should be change into 'ate'. Because the past of 'eat' is 'ate'.

There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms. The explanation is elaborated as follows:

1) Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or gooses for geese.[28]

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[26] *Ibid*., p. 158.
[27] *Ibid*.

Example:

Ana has two *goose*. (incorrect)

Ana has two *geese*. (correct)

2) Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.[29]

For example:

This book is mine; This *books* is mine. (incorrect)

This book is mine. (correct)

3) Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.[30]

For example:

This *books*; These *book* (incorrect)

This book; These books (correct)

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.[31]In this case, the learners makes sentence incorrect order.

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[28] *Ibid*.
[29] *Ibid*., p. 160.
[30] *Ibid*., p. 161.
[31] *Ibid*., p. 162.

For example:

(Incorrect) *You don't have* breakfast every morning?

(Correct) *Don't you have* breakfast every morning?

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions.[32] These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. For example, if we use a comparative taxonomy to classify the errors of Indonesian students studying English, then we can compare the structure of student error that obtains English as the first language.

4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.[33]

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended

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[32] *Ibid.*, p. 163.
[33] *Ibid.*, p.189.

because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

There are several types of errors according to some experts. The writer decides to use the types of error based on surface strategy taxonomy of errors to measure the error of students' writing in grammatical aspect.

F. Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. According to Ellis and Barkhuizen the procedure of Error Analysis includes the following steps:

1. Collecting a sample of learner language.

    Collecting a sample of learner language provides the data for the Error Analysis. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

2. Identification of Errors.

    The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follow:

    a. Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.

    b. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial

comparison with the native speaker sample shows to be wellformed. Those utterances/sentences remaining contain errors.

c. Identify which parts of each learner utterance/sentence differs from the reconstructed version.

3. Description of Errors.

The description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.

4. Explanation of Errors.

Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA (second language acquitision) research this is the most important stage in an Error Analysis.

5. Error Evaluation.

It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.[34]

Based on the explanation above, it can conclude that actually in the procedure of error analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher describes the error based on the error classifications and the

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[34] Rod Ellis and Gary Barkhuzein, *Analysing Learner Language*., p. 56-67.

she/he explains the sources the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation.

G. Grammar

Grammar is one of the English components. Grammar is a set of rules to arrange how a languages' sentences are formed. It is supported by Harmer, he states that grammar is partly the study of what forms (or structures) are possible in a language traditional; grammar has been concerted almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.[35] In other word, grammar is used to acquire the sentences based on the grammatical rules.

Grammar is conventionally seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots. That is, it is the study both of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain.[36] In addition, it means that grammar and words cannot be separated because words are as parts of languages' sentences and grammar (structure).

In addition, grammar usually takes into account the meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds a language (phonology, phonemics also morphology, semantic and syntax).

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[35] Scott Thunburry, *How to Teach Grammar*, (New York: Pearson Education, 2002), p1
[36] *Ibid*

Nevertheless, Harmer cited in Simbolon defines grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language. The expert said that is regulations or rules of how language is constructed and use in communication. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are learned as grammar.[37]

Based on the explanation above, it can be concluded that grammar is a set of grammatical rules and it consists of syntax and morphology. Syntax is the study of connecting words together to form phrases and sentences. Thus, it is right to say in English. Morphology is interested in how words are formed out of small units which are also called morphemes.

Grammar is not just about the form. While grammar does indeed involve form, in order to communicate, as pointed out by Larsen in Setyadi, language users also need to know the meaning of the forms and when to use them appropriately.[38] Form is concerned with how the grammar structure is formed and this seems to refer to the accuracy. Meaning is about what the grammar structure means which suggest meaningfulness and use deals with when or why the grammar structure is used which indicates appropriateness. It is supported by Mckey cited in Setyadi, grammar is made up of structures, inflections and structure words.[39] It means that the sentence structure should support the words(vocabulary) that have been selected.

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[37] Merlyn Simbolon, An Analysis of Grammatical Errors on Speaking Activities, Journal *on English as a Foreign Language*, Volume 5, Number 2, September 2015, 73

[38] Ag Bambang Setyadi, et.al, *TEFL 2*, (Jakarta: Universitas Terbuka, 2007). 3.2

[39] *Ibid*

Grammar helps students to use English correctly and appropriately. It is supported by Mckay, he states that he beliefs that the primary purpose of instruction in grammar is to help students use English correctly and appropriately. It means that when the students learn about grammar rules and having students to practice grammatical patterns, it is important to remember that such instruction is only the means towards helping out students gain competence and confidence in the language.

Based on the explanation above, it can be concluded that grammar is as study of the syntax and morphology of sentences. In addition, grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. In the other word, grammar helps students to use English correctly and appropriately.

H. Types of Grammar

There are two fundamental building blocks of English grammar. First is noun phrases function as the subjects of sentences, the objects or complements of verbs, and the objects of prepositions. The second of the two fundamental building blocks of English grammar is verb phrases. It contains three components: the verb, the complement, and the optional adverbs.[40] Each phrase is self-contained, but whole aspects either in noun phrases or verb phrases are needed while a person wants to construct a sentence.

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[40] Mark Lester, *English Grammar Drills*, (New York: McGraw-Hill Companies, Inc. 2009), 7

Furthermore, Lester stated in his book *English Grammar Drills*: "There is traditional classification of English tenses. The conventional terminology for describing the tense system of English breaks down verbs by time (present, past, and future) and by category (simple, perfect, and progressive)."[41]

Table 2.1
Conventional Terminology for Describing the Tense System of English

	Simple	Perfect	Progressive
Present Time	I walk I run	I have walked I have run	I am walking I am running
Past Time	I walked I ran	I had walked I had run	I was walking I was running
Future Time	I will walk I will run	I will have walked I will havSe run	I will be walking I will be running

I. Concept of Writing

According to Mckay, writing is both of process and a product.[42] In other word, the process of writing are thinking, drafting, and revising. The students can express their ideas by thinking, drafting, and revising. Written products are the result of thinking, drafting, and revising procedures that require specialized skills, that not every speaker develops naturally such as purpose, audience, clarity, unity, and coherence.

The process of writing are thinking, drafting and revising. The students can express their ideas by thinking, drafting and revising. According to Harmer, writing cannot be produced instantly; it needs process that is the stages a writer goes through in order to produce something in it final writing

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[41] *Ibid*, p.129
[42] Penny Mckay, *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2008), p. 245

form.[43] Therefore, in writing the students should focus on how to generate ideas, organize the ideas coherently, use discourse markers and theoretical conventions, revise text for clearer meaning, edit text and produce a final product. On the other hand, the teachers will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part.

The process of writing as follows: [44]

1. Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In the prewriting step, the students get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as the students do when the students write a letter. In this study, the students try to order their ideas and arrange them according to their priorities. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones.

2. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In this case, the students begin to write down their ideas based on composition the main ideas in prewriting stage. The students can consult

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[43] Jeremy Harmer, *How to Teach English* (London: Longman, 1998), p. 79
[44] *Ibid*, p. 113

their ideas to the teachers and ask their help to arrange the sentence structures. Responding to students' writing by the teacher has a central role to play in the successful implementation of writing process.

3. Revising (re-drafting)

When the students revise, the students review their draft on the basis of the feedback given in the responding stage. Students reexamine what is written to see how effectively. The students have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that students' intent is made clearer. In this stage, the students improve their writing product based on the revision from the teacher.

4. Editing

Editing within writing process is meaningful because the students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process on making communication as clear and unambiguous as possible to a reader. However, the students do not always expect to know where and how to correct every errors. At this last stage, the students are engaged in their texts as the students prepare the final draft for evaluation by the teacher. The students edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations,

examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, and so on) before the students' writing is given to the teacher for final evaluation.

Written products are the result of thinking, drafting, and revising procedures that require specialized skills, that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedadogy that focuses students on how to generate ideas, how to organize them coherently, use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.[45] In addition, the students should know the measurement in writing which concludes content, organization, vocabulary, grammatical, and mechanical.

According to Tribble, the measurement of writing is task fulfillment or content, organization, vocabulary, grammatical, and mechanical.[46] In addition, content are considerable variety of ideas or argument, independent and through interpretation of the topic, accurate detail. Furthermore, organization includes fluent expression, ideas clearly stated and supported, appropriately organized paragraphs or section, logically sequenced (coherence), connectives appropriately used (cohesion), moreover,

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[45] Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedadogy* (New Jersey: Longman, 2th edition, 2000), p. 335

[46] Christopher Tribble, *A sceme for Teacher Education (writing)* (New York: Oxford University Press, 1996), p. 130

vocabulary includes accurate word or idiom choice and usage, appropriate selection to match register. In addition, language includes confident handling of appropriate structures, hardly any errors of agreement, tense, number, word, order, articles, pronouns, preposition, meaning never obscured. In other word, mechanics includes demonstrates full command of spelling, punctuation, capitalization, layout.

Writing is different from teaching other language skill. Harmer said that by far the most important reason for teaching writing, of course, is that a basic language skill.[47]According to Harmer, he said that students need to learn and practice the art of putting word together in well-formed sentence, paragraphs and texts.[48]Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking, of this we can state that combination of teaching and unique activity in writing.

In this situation, grammatical accuracy and clear exposition are often the main criteria of good writing.[49] In the other word, the aspect in writing is about the grammatical accuracy and clear exposition is often the main criteria of good writing. Besides, we not only focus on grammatical, but also we should focus on the mechanics and language.

Mechanics help to reinforce the new vocabulary, Ideas, and structures in the text. To present the section, the teacher should explain the

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[47] Harmer, *How to Teach English* (Longman: London, 1998), p. 79
[48] *Ibid*, p. 55
[49] Ken Hyland, *Teaching and Researching Writing second edition* (New York: Longman, 2002), p. 8-9

rule of punctuation or capitalization to the class, and write the example.[50] In addition, the student should be attention on mechanic in sentences, vocabulary, punctuation, spelling, and so on.

Based on the description above, the researcher concludes that writing is thinking process of expressing ideas and as process thought in the words. In addition, the students also need to learn the well-formed sentence, paragraph, and texts. Besides, writing is also about the language ability and organization of ideas.

J. Concept of Recount Text

There are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. Anderson states that, a recount is a text that retells past events, usually in the order in which they occurred.[51] It means that, recount text is a text that tells about the past that has happened.

Furthermore according to Knapp in Saragih's et.al journal, recount text basically it is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.[52] It

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[50] Patricia Wilcox Peterson, *Developing Writing* (Washington: United States Department of State, 1982), p. 9

[51] *Ibid*, p. 5.

[52] Natanael Saragih, *et.al,, "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar"*, IOSR Journal Of Humanities And Social Science (IOSR-JHSS), Vol. 19 No. 1, Ver. XII (Feb. 2014), p. 57.

can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

In conclusion of some of the above definitions, recount text is a type of text that tells about the past based on the time and place and has a purpose to provide information to the readers. Recount text also has similarities with narrative text that distinguishes it only the schematic structure of the body paragraph.

1. Structure of Recount Text

    a. Orientation: introducing the participants, place and time.

    b. Events: describing series of event that happened in the past.

    c. Reorientation: it is optional. Stating personal comment of the writer to the reader.[53]

2. Language Features of Recount Text

    a. Use of nouns and pronouns to identify people, animals or things involved.

    b. Use of past action verbs to refer the events.

    c. Use of past tense to located events in relation to speaker's or researcher's time.

    d. Use conjunctions and time connectives to sequence the event.

    e. Use of adverb and adverbial phrases to indicate place and time.

    f. Use of adjectives to describe nouns.[54]

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[53] M. Arifian Rosyadi, "*Learning Material Junior Highschool Grade VII*," Teaching Material Development, p. 1.

Example of recount text:

Title   :   Visiting Bali

Orientation   :   There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

Events   :   On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

Reorientation :   My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

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[54] Natanael Saragih, *et.al,,* *"The Effectiveness of Using Recount Text.,* p. 58

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is qualitative research. Setiyadi states that qualitative research produces descriptive data in the form of written words or oral from the subject and its behaviour that can be observed, therefore the goal is understanding and its background completely.[1] It is used to describe and analyze the errors made by the students in making recount text. The purpose of descriptive research is to describe the situation or status of phenomena.[2] So, it is also has the purpose of the research that doing by human. Therefore, in this research, the researcher gatheres the data from students' English task books in writing recount text then the writer analyzed, classified, and described based on surface strategy taxonomy.

B. Research Subject

The subject in this research was the eighth grade students at MTs Ma'arif NU 04 East Lampung. The researcher takes a class to conduct the research using purposive sampling technique."purposive sampling is a sampling technique which takes the sample because some causes."[3]

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[1] Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, Yogyakarta: Graha Ilmu, 2006, p. 209.

[2] Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Prakter (second edition)*, Jakarta: Bhineka Cipta, 1993, p. 209.

[3] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D,* Bandung: Alfabeta, 2015, p. 218.

C. Research Instrument

In qualitative research, the researcher is as human instrument shich determines the research focus, chooses the informant as source of data, does the collecting of data, analyzes the data, makes the conclusion of his/her finding.[4]

In this research, the researcher takes one assignment in students' English task books. It is the last assignment of writing recount text. The researcher analyzes students' recount text writing based surface strategy taxonomy.

D. Technique of Data Analysis

The researcher uses qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result ofqualitative data. Bodgan in Sugiyono states, "Data analysis is the process of sistematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".[5]In analyzing the students' error in writing recount text, the writer used some techniques as follow:

1. Collecting the data from the students' work.

2. Identifying and classifying the data of students' error by marking the items based on surface strategy taxonomy.

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[4] *Ibid*, p. 13.
[5] *Ibid*, p. 244.

3. Counting the number of each error and total number of errors make by the students.

4. Calculating the percentage of each type by using the formula:

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

P= Percentage

F= Frequency of error's occurence

N= Number of total errors

E. Procedure of Research

Conducting research needs a process or some steps. The writer didsome procedures to conduct her research as a process. The procedures were elaboratedbelow:

1. Formulating the research problems and determining the focus of the research. The focus is on the students' errors in writing recount text.

2. Determining the way to gain the data

It will take based on the document analysis.

3. Determining the research subject

The subject of this research is the students of the first semester of the tenth grade of SMA Negeri 1 Sumberejo Tanggamus.

4. Taking the document

The writer will take the document based on the students' English task books. It is the last assignment of students' recount text writing.

5. Identifying and classifying the data

    The writer will identify and classify the students' error in writing recount text based on surface strategy taxonomy. Then, the writer will describe the proportions (frequency and percentage) of errors are make by the students.

6. Making report findings

    After gaining the data, the writer make the report of the writer's findings.

CHAPTER IV

RESULTS AND DISCUSSION

A. **Results**

The description of data here was taken based on the research problem that was stated in the first chapter in this study. The researcher described the data start from the identification of error and then followed by the classification of error then calculating the error.

1. **Identification of Error**

Documentation was the main instrument of this research. The data is collected directly from students' work in writing recount text. When collecting the data, the researcher had chosen twenty six students of MTs M'arif NU 4 Pekalongan, East Lampung in the academic year of 2020/ 2021. The numbers of students in class were 18 students. After the researcher got the documents of the students, the researcher identified the error. In this research, the researcher analyzed 26 students' writing in recount text. The error that the researcher identified was focused on students' error in using simple past tense in writing recount text based on surface strategy taxonomy (addition, omission, misordering, and misformation).

2. **Description of Errors**

The next step was describing, it began when an identification stage has taken place. The description of learners' errors implicates

classification of kinds of errors made by the learners based on surface strategy taxonomy. To describe the error, researcher provided the correction of errors by using color codes:

a. Green for addition

b. Pink for omission

c. Orange for misordering

d. Yellow for misformation

After giving the codes for each type of error, then the researcher calculated the number of each error. The researcher draws up the result of calculation into table. This table below is the recapitulation of students' recount text writing error.

Table 4.1
The Types of Error Made by The Students And Its Frequency

No	The Students	Types of Error				
		Addition	Omission	Misformation	Misordering	Total
1	Student 1	0	3	6	0	9
2	Student 2	0	1	3	0	4
3	Student 3	0	2	3	0	5
4	Student 4	0	0	2	0	2
5	Student 5	1	1	0	0	2
6	Student 6	0	3	4	0	7
7	Student 7	0	2	1	0	3
8	Student 8	0	1	1	1	3
9	Student 9	0	0	3	0	3
10	Student 10	0	0	7	0	7
11	Student 11	0	1	3	0	4
12	Student 12	0	1	4	0	5
13	Student 13	0	2	2	0	4
14	Student 14	0	2	5	0	7
15	Student 15	0	0	1	1	2
16	Student 16	1	0	3	0	4
17	Student 17	0	0	3	1	4
18	Student 18	1	2	0	0	3
	Total	**3**	**21**	**51**	**3**	**78**

3. **Explanation of Error**

In this step the researcher explained for how and why the learner's errors occur. The researcher focused on Surface Strategy Taxonomy in writing recount text. The error consisted of error in using simple past tense.

In making a recount text, the tense used is simple past. This is related with the purpose of the recount text which is to retell the past event. The understanding on the grammatical features in every kinds of text is absolutely needed by the students to make a good writing as in the recount text. After the data was analyzed, the researcher found some errors in using simple past tense. The result of data analyzing were classified into some classification as follow:

a. **The Data of Students' Omission Errors**

Omission errors are characterized by the absence of an item which must appear in a well formed utterance. In this research, the writer as a researcher found some errors. The following data presents the samples of the errors commited by the students. Therefore, the whole of data omission error are as follows:

Table 4.2
Examples of Students' Omission Errors

No	The Students' Errors	Explanation	Corrections
1	I back to Lampung	the students should add verb past	I came back to Lampung.
2	I hurt whole part	The students should add tobe before hurt. It is an adjective.	I was hurt whole part.

No	The Students' Errors	Explanation	Corrections
3	I feeling afraid	The students should use tobe if using verb-ing	I was feeling afraid.
4	My friends happy	The students should add tobe after subject	My friends were happy.
5	I feel not to bad	The students should change in the verb past	I did not feel bad
6	I just stay at home	The students should use verb past	I just stayed at home
7	We visit a shop	The students should use verb past	We visited a shop
8	He so busy	The students should add tobe before object	He was so busy
9	I want to try it	The students should use verb past	I wanted to try it
10	I just walk	The students should use verb past	I just walked

b. The Data of Students' Addition Errors

Addition errors are:

Student 1

Omission

1) Incorrect   : I to ascend.

   Explanation : The students should add 'tobe' after using I.

   Correction   : I was to ascend.

2) Incorrect   : no many people who to fish.

   Explanation : The students should add subject before using no.

   Correction   : There were no many people who to fish.

3) Incorrect   : We help the fisherman.

   Explanation : The students should use simple past tense.

   Correction   : We helped the fisherman.

Misformation

1) Incorrect   : There is three cars.

   Explanation : The students should use tobe plural if the nouns are

                plural.

   Correction   : There were three cars.

2) Incorrect   : We must gotta a hotel.

   Explanation : The students should use simple past tense.

   Correction   : We might get a hotel.

3) Incorrect   : People swim there.

   Explanation : The students should use simple past tense.

   Correction   : People swam there.

4) Incorrect   : We get fish.

   Explanation : The students should use simple past tense.

   Correction   : We got fish.

5) Incorrect   : I go to bathroom.

   Explanation : The students should use simple past tense.

   Correction   : I went to bathroom.

6) Incorrect   : I eated fish.

   Explanation : The students should use simple past tense.

   Correction   : I eat fish.

Student 2

Omission

Incorrect   : Me and my family.

Explanation   : The students should use subject for the first
                        sentence.

Correction   : I and my family.

Misformation

1) Incorrect   : We went a mall to bought accessories.

   Explanation : The students should use verb one after using to
                        infinitive.

   Correction   : We went a mall to buy accessories.

2) Incorrect   : We are comeback

   Explanation : The students should not use to if they have used
                        verb.

   Correction   : We came back.

3) Incorrect   : We get it at the airplane.

   Explanation : The students should use verb past in this sentence.

   Correction   : We got it at the airplane.

Student 3

Omission

1) Incorrect   : Me and my friends.

   Explanation : The students should use subject in the first sentence.

   Correction   : I and my family.

2) Incorrect   : Gave the idea.

   Explanation : The students should add subject before verb.

   Correction   : I gave the idea.

Misformation

1) Incorrect   : Me and my family get bored.

   Explanation : The student should use subject and verb past in this
   sentence.

   Correction   : I and my family got bored.

2) Incorrect   : Me and my family are very bored.

   Explanation : The student should use subject and verb past in this
   sentence.

   Correction   : I and my family were very bored.

3) Incorrect   : That experience will never be forgotten.

   Explanation : The students should use verb past in this sentence.

   Correction   : That experience has never forgotten.

Student 4

Misformation

1) Incorrect   : We buy something.

   Explanation : The students should use verb past in this sentence.

   Correction   : We bought something.

2) Incorrect   : I choose a pair of unique.

   Explanation : The students should use verb past in this sentence.

   Correction   : I chose a pair of unique.

Student 5

Addition

Incorrect   : Some clothes were flown.

Explanation   : It is an active sentence, so the students should not

                   use tobe.

Correction   : Some clothes flow.

Omission

Incorrect   : I hurt whole part.

Explanation   : The students should add tobe before hurt. Hurt is an

                   adjective.

Correction   : I was hurt whole part.

Student 6

Omission

1) Incorrect   : I went Bandung.

   Explanation : The students should add to after verb.

   Correction   : I went to Bandung.

2) Incorrect   : I feeling afraid.

   Explanation : The students should use tobe if use verb-ing.

   Correction   : I was feeling afraid.

3) Incorrect   : I back to Lampung.

   Explanation : The students should add verb past.

   Correction   : I came back to Lampung.

Misformation

1) Incorrect   : I went to holiday to swimming pool.

   Explanation : The students should change to become in to show

   the adverb.

   Correction   : I went to holiday in the swimming pool.

2) Incorrect   : I raise Delman.

   Explanation : The students should use verb past.

   Correction   : I raised Delman.

3) Incorrect   : I am holiday.

   Explanation : The students should change I am to be possessive

   adjective.

   Correction   : My holiday.

4) Incorrect   : I go raise delman.

   Explanation : The students should use verb past and to infinitive.

   Correction   : I went to raise delma.

Student 7

Omission

1) Incorrect   : My friends happy.

   Explanation : The students should add tobe after subject.

   Correction   : My friends were happy.

2) Incorrect   : I feel not to bad

   Explanation : The students should change in the verb past.

   Correction   : I did not feel bad.

Misformation

Incorrect   : Me and my friend.

Explanation   : The students should use the pronouns as the subject.

Correction   : I and my friend.

Student 8

Omission

Incorrect   : I just stay at home.

Explanation   : The students should use verb past.

Correction   : I just stayed at home.

Misordering

Incorrect   : I put on the jar some Koi fish.

Explanation   : The students should move the object first.

Correction   : I put some Koi fish on the jar.

Misformation

Incorrect   : I fill in the water.

Explanation   : The students should use verb past.

Correction   : I filled the water.

Student 9

Misformation

1) Incorrect   : I sing a song.

   Explanation : The students should use verb past.

   Correction   : I sang a song.

2) Incorrect   : It makes me happy.

   Explanation : The students should use verb past.

   Correction   : It made me happy.

3) Incorrect   : My hobbies can be mastered.

   Explanation : The students should use verb past.

   Correction   : My hobbies could be mastered.

Student 10

Misformation

1) Incorrect   : Two until three days is still less.

   Explanation : The students should use were to subject plural.

   Correction   : Two until three days were still less.

2) Incorrect   : I arrive at Bali.

   Explanation : The students should use verb past

   Correction   : I arrived at Bali.

3) Incorrect   : The place is very comfortable.

   Explanation : The students should use verb past.

   Correction   : The place was very comfortable.

4) Incorrect   : There is many people.

   Explanation : The students should use were in the subject plural.

   Correction   : There were many people.

5) Incorrect   : I see them.

   Explanation : The students should use verb past.

   Correction   : I saw them.

6) Incorrect : It is from villa.

   Explanation : The students should use verb past.

   Correction : It was from villa.

7) Incorrect : I like it.

   Explanation : The students should use verb past.

   Correction : I liked it.

Student 11

Misformation

1) Incorrect : I will tell you.

   Explanation : The students should use verb past.

   Correction : I told you.

2) Incorrect : There is one day.

   Explanation : The students should use verb past.

   Correction : There was a day.

3) Incorrect : We get ready to return.

   Explanation : The students should change the word get to be were.

   Correction : We were ready to return.

Omission

Incorrect : We visit a shop.

Explanation : The students should use verb past.

Correction : We visited a shop.

Student 12

Misformation

1) Incorrect   : It spend 30 minutes.

   Explanation : The students should use verb past.

   Correction   : It spent 30 minutes.

2) Incorrect   : Me and Riyan.

   Explanation : The students should use pronoun as the subject.

   Correction   : I and Riyan.

3) Incorrect   : My grandma make a porridge.

   Explanation : The students should use verb past.

   Correction   : My grandma made a porridge.

4) Incorrect   : We wear a jacket.

   Explanation : The students should use verb past.

   Correction   : We wore a jacket

Omission

Incorrect   : He so busy.

Explanation   : The students should add tobe before object.

Correction   : He was so busy.

Student 13

Misformation

1) Incorrect   : I can still use wheel.

   Explanation : The students should use verb past.

   Correction   : I could still use wheel.

2) Incorrect   : I can play my happy bike.

   Explanation : The students should use verb past.

   Correction   : I could play my happy bike.

Omission

1) Incorrect   : I want to try it.

   Explanation : The students should use verb past.

   Correction   : I wanted to try it.

2) Incorrect   : I just walk without my wheel.

   Explanation : The students should use verb past.

   Correction   : I just walked without my wheel.

Student 14

Misformation

1) Incorrect   : Me and friend.

   Explanation : The students should change me to be the subject

                    pronoun.

   Correction   : I and friend.

2) Incorrect   : I and friend has a planning.

   Explanation : The students should change the verb 1 to be verb 2

                    (past tense)

   Correction   : I and friend had a planning.

3) Incorrect   : Erni fell surprised.

   Explanation : The students should use verb past.

   Correction   : Erni felt surprised.

4) Incorrect   : I am so happy.

   Explanation : The students should use verb past.

   Correction   : I was so happy.

5) Incorrect   : I find the money.

   Explanation : The students should use verb past.

   Correction   : I found the money.

Omission

1) Incorrect   : The day was Erni birthday.

   Explanation : The students should add the single quite after Erni word.

   Correction   : The day was Erni's birthday.

2) Incorrect   : In the Erni bag.

   Explanation : The students should add the single quite after Erni word.

   Correction   : In the Erni's bag.

Student 15

Misformation

Incorrect   : I know

Explanation   : The students should use verb past.

Correction   : I knew.

Misordering

Incorrect   : He yesterday also did not go to Bimbel.

Explanation   : The students should change the position adverb first.

Correction   : He also did not go to Bimbel yesterday.

Student 16

Misformation

1) Incorrect   : Me and my family.

   Explanation : The students should change to be the subject pronoun.

   Correction   : I and my family.

2) Incorrect   : I have much money.

   Explanation : The students should use verb past.

   Correction   : I had much money.

3) Incorrect   : I go to the Bank.

   Explanation : The students should use verb past.

   Correction   : I went to Bali.

Addition

Incorrect   : I and my family was went to Palembang.

Explanation   : The students should omit to be because it refers to the verb.

Correction   : I and my family went to Palembang.

Student 17

Misordering

Incorrect   : I spent time off at home only.

Explanation   : The students should move the position of the adverb.

Correction   : I spent time off only at home.

Misformation

1) Incorrect   : I go home.

     Explanation : The students should use verb past.

     Correction   : I went home.

2) Incorrect   : I leave to school.

     Explanation : The students should use verb past.

     Correction   : I left to school.

3) Incorrect   : I am supported.

     Explanation : The students should use verb past.

     Correction   : I was supported.

Student 18

Omission

1) Incorrect   : I just stay at home.

     Explanation : The students should use verb past.

     Correction   : I just stayed at home.

2) Incorrect   : My sister sleeping.

     Explanation : The students should add to be.

     Correction   : My sister was sleeping.

Addition

Incorrect   : I was went playing.

Explanation   : The students should omit to be because it refers to

                    the verb past.

Correction   : I went playing.

4. **Evaluation and Correcting of Error**

  a. The error of Omission

  1) Omitting "to be"

   Because sentences were divided into two kinds, nominal and verbal, we cannot deny that in the simple past tense is also has a nominal sentence which to be is needed. Example: *I am so happy.* It should be *I was so happy.*

  2) Omitting auxiliary

   Besides omitting verb, the students are also omit the auxiliary is 11 times of occur. These are the example of omitting auxiliary:

  b. The error of Addition

  1) Adding "to be"

   Beside omit "to be", the students usually made an error of adding "be" that is not needed. Omission in adding to be there are 3 times of occurrence.

  2) Adding d/ed

   Even in the pattern of simple past tense, there are some conditions that make the verb should not be given ending d/ed. For example, if there are modal or to-infinitive, the ending d/ed must be omitted. Omission in adding d/ed there are 3 times of occurrence.

c. Error of Misformation

Misformation is an error in constructing a correct sentence. It is characterized by the wrong form of morpheme and the structure.

1) Error in using " to be" in making sentence

In making recount text, the students usually got wrong in the using of "to be". Some of them put "to be" in the wrong place as found in the data. Error in using to be in misformation, there are 23 times of occurrence. These are the examples below:

2) Error in using Verb 2 and modal in simple past tense pattern

The use of Verb 2 in recount text is absolutely needed. In the collecting data, the researcher still found the incorrect verb that used y the students.

3) Error in using auxiliary verb in the simple past tense form

There are differences in using auxiliary in the present and past tense. Some of students did not notice it and produce error.

d. The Error of Misordering

Errors of misordering are characterized by the incorrect placement of morpheme or group of morphemes in a sentence. The researcher found the error of placement of an item in constructing adjective phrase, there are 3 times. They are as follows:

5. Calculating the Errors

Calculating error become in the third step in the research. After the researcher put the error into some classifications, the researcher counted

the error. The calculating was presented in the form of percentage. The calculating of the error can be seen in this table.

Table 4.3
Types of Error Found in The Students' Writing Recount Text

No	Types of Error	Frequency	Percentage
1	Addition	3	3.84%
2	Omission	21	26.92%
3	Misformation	51	65.38%
4	Misordering	3	3.84%

Based on the table above, it showed the distribution of errors found in the writing of the students at the seventh grade of MTs M'arif NU 4 Pekalongan. After the errors were calculated, the researcher found various types of error based on the surface strategy taxonomy of recount text and total were 78. It can be seen from the table. There are 3 times in addition, 21 times in omission, 51 times in misformation, and 3 times in misordering.

B. Discussion

In this chapter, the researcher presented the type of error and the most dominant error made by the students.

1. Kinds of Error Made by the students

Based on the analysis of data, the researcher found some aspects of errors in the students' writing recount text. They are using of simple past tense. These grammatical errors include into four types of errors based on the Dulay's theory (1982: 146) classification in surface strategy taxonomy. They are omission, addition, misformation, and misordering. The errors

are mostly caused by intra lingual factor. It is related to the complexity of English which it is different with Indonesian language.

This result is similar to that obtained by Bulqis Jolay Waway entitled An Analysis of Grammatical Errors in Writing Recount Text based on Surface Strategy Taxonomy at the first year of SMA YP UNILA Bandar Lampung. That most of the students of the Eleventh grade of SMA YP UNILA committed all error types of surface strategy taxonomy. The percentage and frequency of the errors (ranked from the types of error that are mostly made by the students) committed in their recount text writing based on the error types of surface strategy taxonomy.

This is different from the results obtained by Siti Roliyah Wigati entitled An Analysis of Students' Error in using the Simple Past Tense in their recount paragraph writing on Surface Strategy Taxonomy at the first semester of the twelfth grade of MA Ma'arif 5 Sekampung East Lampung in the Academic Year of 2011/ 2012. The result showed that not all error types of surface strategy taxonomy. The most error type is misformation.

2. The most dominant error made by the students.

After the data were analyzed by the researcher, it showed that the most error made by the students

a. Misformation

The most error found in the students' work is formation with 51 times of occurrence and 65.38% of percentage. Misformation error is characterized by the wrong form of structure. The students made

error in forming the words they used in writing recount text. From the analyzed the data, the researcher found the aspect of error. These are the example of misformation as the type of errors made by the students in writing recount text. We can know that the sentence is wrong viewed from the tense rule.

b. Omission

Error of omission becomes the second highest frequencies of error made by the students in writing recount text. In this type of error the student omits the item that is actually necessary making well-formed sentence. According to analysis data, the researcher found the aspects of grammatical errors of omission are in the using of simple past tense with 21 times of occurrence and 26.92% of percentage.

c. Addition

The least frequencies of error were made by the student with 3 times of occurrence and 3.84% of percentage. It means that the student add the item that is actually not necessary in forming the sentence. The researcher found some aspects of grammatical features error of addition made by the students are in the use of simple past tense with 6 times of occurrence and 3.84% of percentage.

d. Misordering

The third error was found based on the students' writing is error of misordering. It refers to incorrect placement of a morpheme or a group of morpheme in a sentence. The error of misordering found in

the students' writing in the using of simple past tense with 3 times of occurrence and 3.84% of percentage. From the result of identification data, the researcher found some misordering errors. These are the students' error by using simple past tense.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In line with the analysis of the data presented in the previous chapter, the conclusion can be cited like the following:

At the seventh grade of MTs Ma'arif NU 4 Pekalongan in the academic year of 2020/ 2021. The researcher found various types of error based on surface strategy taxonomy of recount text whose total was 78. As seen in the above, the most error if error of misformation of 51 or 65.38%. Then the following error is error of omission with 21 times or 26.92%. The third position is error of addition of 3 or 3.84%. The last error is error of misordering with 3 times or 3.84%

From the data above, we can know that the most errors made by the students were about misformation in surface strategy taxonomy with 51 or 65.38%. It caused because the students still used Indonesian style when they translated from Bahasa Indonesia into English. From the conclusion above, the researcher concluded that the students have difficulty for two reasons. The first is interlingual disorder. That is, students cannot distinguish the language structure between L1 and L2 structure. The second is intralingual intrusion. The target language is still difficult for students to understand. Sometimes, students are confused in applying or using a particular pattern of the target language itself in because of differences in patterns used in our mother tongue

so that many students make error in their writing. In addition, there are some errors made by the students in linguistics category. They are morphology, syntax, and semantic.

B. Suggestion

There are some suggestions which means that the researcher would like to provide some suggestion to everyone.

1. For the next researcher

Based on the results of the research, the researcher found that the most dominant error made by the students in the seventh grade of MTs M'arif NU 4 Pekalongan in the academic year of 2020/ 2021 is misformation which means that the student is still in the trouble to remember the words in verb past.

It is important to improve students' ability to memorize the form of words used in the recount text. So as for the next researcher who is also interested in conducting a research about Error Analysis in this school, the researcher suggests to look for the factor of the problem of the students make error then give them treatment to help the students make it easier in studying the past tense.

2. For the teacher

In this case, teacher should be aware of the reasons for their students' error. The findings of this research, the most of the error is to change the form of words in English. Students may apply the same pattern from a particular sentence form to another sentence form. That is, students

do not understand well about the patterns they should use, the researcher suggests to the teacher to give the students an understanding of using patterns in the target language first, before they apply them into text or paragraphs, possibly with the teacher should also stimulate the students' interest with the interactive methods of teaching.

3. For the students

Because the difference from L1 cannot be denied, students must be able to distinguish patterns between the mother tongue and the target language. By continuing to learn and always doing intensive training in the target language. The researcher believes it will help students who are especially English major to be able to develop their ability to understand the difference between the mother tongue and second language.

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APPENDICES

Appendix 1   Instrument of Writing Test

INSTRUMENT OF WRITING TEST

Instructions:

1. The students are given some topics related on recount text

2. The students are asked to make story based on the topics.

3. The students choose one topic below by duration 60 minutes.

Topics:

1. My vocation in the last semester

2. My experience in English speech contest

3. My holiday at home

Appendix 2 Sample Student Test Result

Student 1

My Holiday

I and my brother *spend* our holiday in the sea. We *go* to the sea by motorcycle. Many people **are** visited the sea. Many people *swim* there. There *are* many cars here. We *can* order**ing** food and hotel to rest. We spent our time by fishing. Many fish here and we get fish. We *fried* fish and eat together. We **are** enjoy our holiday.

Student 2

My Holiday in Mall

Me and my family *go* to mall. We went there by motorcycle. There, we went a mall to bought a accessories. Many types of accessories there. Many people visited mall and bought many things. Mall was place like market. It sold many thing that we need. After bought accessories, we *are* comeback. On the way, we looked airplane and many people there. We *get* them in plane.

Student 3

Stay at Home

I and my family *spend* our holiday at the home. Nothing activities that we *do*. **Me** and my family *get* bored. We *are* very bored. We just watched TV and listened to music. We *are* busy with each our activity. But, in the afternoon we planned to bake fish in the behind our home. We baked fish and ate together. It is unforgetable moment.

Note:

Bold for omission

Italic for misformation

Appendix 3   SK Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1948/In.28.1/J/TL.00/05/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
Dedi Irwansyah (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ASEP HERMAWAN**
NPM	:	1501070155
Semester	:	14 (Empat Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS` ENGLISH WRITING OF MTS MA`ARIF NU 04 PEKALONGAN EAST LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Mei 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 4   Surat Izin Pra-Survey

Nomor   : B-1974/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MA`ARIF NU 04 PEKALONGAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**ASEP HERMAWAN**
NPM	:	1501070155
Semester	:	12 (Dua Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN UNDERGRADUATE THESIS AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS' ENGLISH TEXTBOOK OF MTs MA`ARIF NU 04 PEKALONGAN EAST LAMPUNG

untuk melakukan *pra-survey* di MTS MA`ARIF NU 04 PEKALONGAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Juni 2021
Ketua Jurusan,
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

Appendix 5   Surat Balasan Izin Pra-Survey

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF 04 PEKALONGAN
NO. TERDAFTAR : 10/MTS/LT/1984   NSM : 121218070015
KECAMATAN PEKALONGAN KABUPATEN LAMPUNG TIMUR
STATUS TERAKREDITASI

Alamat : Jalan Melati Blok Banten, Pekalongan Kota Lampung Timur Kode Pos 34391

S U R A T KETERANGAN PENELITIAN
Nomor :071/MTs. M. NU.04/PKL/VI/2021

Berdasarkan Surat Izin Prasurvey Institut Agama Islam Negeri Metro Jurusan Tarbiyah Nomor : B-1974/In.28/D.1/TL.01/06/2021, Tanggal 10 Juni 2021, dengan ini Kepala MTs. Ma'arif NU 04 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama	: **ASEP HERMAWAN**
NPM	: 1501070155
Jurusan	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: **AN UNDERGRADUATE THESIS AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENT'S ENGLISH TEXTBOOK OF MTs MA'ARIF NU 04 PEKALONGAN EAST LAMPUNG**

Mahasiswa tersebut diatas telah melaksanakan Research di MTs. Ma'arif NU 04 Pekalongan pada tanggal 10 Juni 2021 s.d. selesai.

Demikian Surat Rekomendasi ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekalongan, 14 Juni 2021
Kepala MTs. Ma'arif NU 04 Pekalongan

MUKMININ,S.Pd.I
NANU. 518.150706.00152.4

Appendix 6   Surat Izin Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1992/In.28/D.1/TL.00/05/2022

Lampiran : -

Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MA`ARIF NU 04
PEKALONGAN
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1993/In.28/D.1/TL.01/05/2022, tanggal 27 Mei 2022 atas nama saudara:

Nama	:	**ASEP HERMAWAN**
NPM	:	1501070155
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA`ARIF NU 04 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS` ENGLISH WRITING OF MTS MA`ARIF NU 04 PEKALONGAN EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Mei 2022
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix 7   Surat Balasan Research

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF 04 PEKALONGAN
NO. TERDAFTAR : 10/MTS/LT/1984   NSM : 121218070015
KECAMATAN PEKALONGAN KABUPATEN LAMPUNG TIMUR
STATUS TERAKREDITASI

Alamat : Jalan Melati Blok Banten, Pekalongan Kota Lampung Timur Kode Pos 34391

S U R A T KETERANGAN PENELITIAN
Nomor :081/MTs. M. NU.04/PKL/VI/2022

Berdasarkan Surat Izin Research Institut Agama Islam Negeri Metro Jurusan Tarbiyah Nomor : B-1992/In.28/D.1/TL.00/05/2022, Tanggal 27 Mei 2022, dengan ini Kepala MTs. Ma'arif NU 04 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama	: **ASEP HERMAWAN**
NPM	: 1501070155
Jurusan	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: **AN UNDERGRADUATE THESIS AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENT'S ENGLISH WRITING OF MTs MA'ARIF NU 04 PEKALONGAN EAST LAMPUNG**

Mahasiswa tersebut diatas telah melaksanakan Research di MTs. Ma'arif NU 04 Pekalongan pada tanggal 27 Mei 2022 s.d. selesai.

Demikian Surat Rekomendasi ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekalongan, 27 Mei 2022
Kepala MTs. Ma'arif NU 04 Pekalongan

MUKMININ,S.Pd.I
NAMU. 518.150706.00152.4

Appendix 8   Surat Tugas

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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S U R A T   T U G A S
Nomor: B-1993/In.28/D.1/TL.01/05/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ASEP HERMAWAN**
NPM	:	1501070155
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MTS MA`ARIF NU 04 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS` ENGLISH WRITING OF MTS MA`ARIF NU 04 PEKALONGAN EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 27 Mei 2022

Mengetahui,
Pejabat Setempat
Kepala MTs. Ma'arif NU 04 Pekalongan

Wakil Dekan Akademik dan
Kelembagaan,

MUKMININ,S.Pd.I
NANU 518.150706.00152.4

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
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Telp. (0726) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@gmetrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor: P-721/In.28/S/U.1/OT.01/07/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ASEP HERMAWAN
NPM	: 1501070155
Fakultas / Jurusan	: Syari'ah/Ahwal Al-Syakhshiyyah

Adalah anggota Perpustakaan Institut agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1501070155

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Juli 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

Appendix 10 Surat Keterangan Bebas Jurusan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Asep Hermawan

NPM   : 1501070155

Jurusan   : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 25 Mei 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

Appendix 11 Keterangan Lulus Uji Plagiasi Turnitin

AN ANALYSIS OF GRAMMATICAL ERROR IN STUDENTS' ENGLISH WRITING OF MTs MA'ARIF NU 04PEKALONGAN EAST LAMPUNG

by Asep Hermawan 1501070155

AN UNDERGRADUATE THESIS

AN ANALYSIS OF GRAMMATICAL ERROR IN
STUDENT'S ENGLISH WRITING OF MTs MA'ARIF NU 04
PEKALONGAN EAST LAMPUNG

By :
ASEP HERMAWAN
Student Number : 1501070155

Tarbiyah and Teachers Training Faculty
English Education Department

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Appendix 12 Formulir Konsultasi Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Asep Hermawan   Jurusan : TBI
NPM : 1501070155   Semester : XII

No	Hari/ Tanggal	Pembimbing I	Materi yang dikonsultasikan	Tanda Tangan
	25/ 05/ 2022		Please Complete Chapter IV and V ACC for Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP.19791223 200604 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ASEP HERMAWAN   Fakultas/Jurusan : FTIK / TBI

NPM   : 1501070155   Semester/TA   : 10/ 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	07/09/2020	✓		Chapter 1 - III Please revise accordingly Mechanical aspect Content	
	29/09/2020			Ace for Seminar Proposal.	

Mengetahui :   Dosen Pembimbing I
Ketua Jurusasn TBI

Ahmad Subhan Roza,   **Dr. Dedi Irwansyah, M.Hum**
NIP. 19750610 200801 1 014   NIP. 19791223 200604 1 001

Appendix 13 Foto Dokumentasi

FOTO DOKUMENTASI

CURRICULUM VITAE

The writer's name is Asep Hermawan. He was born on September 9th 1997 on Marga Mulya, East Lampung. He is the last son of a happy family, Mr. Ngadiono and Mrs. Tunziyah. He has 7 elder brother and 2 elder sister.

In 2008, he graduated from SDN 1 Marga Mulya, East Lampung. In the year of 2011, he has graduated from SMPN 2 Batanghari, East Lampung. Then, He continued his study to SMK Al Asror Sekampung and graduated in 2014. In 2015 he entered S1 English Education Department of State Institute for Islamic Studies (IAIN) of Metro. If you have smething to ask about this undergraduate thesis, considered to contact me at asephermawan768@gmail.com