# AN UNDERGRADUATED THESIS

## AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT TEXT AMONG THE FIRST GRADER OF SMA TMI ROUDLOTUL QUR'AN IN THE ACADEMIC YEAR OF 2020/2021

BY:

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**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1442 H / 2021 M**

# AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT TEXT AMONG THE FIRST GRADER OF SMA TMI ROUDLOTUL QUR'AN IN THE ACADEMIC YEAR OF 2020/2021

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

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## APPROVAL PAGE

| | | |
|---|---|---|
| Title | : | AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT TEXT AMONG THE FIRST GRADER OF SMA TMI ROUDLOTUL QUR'AN IN THE ACADEMIC YEAR 2020/2021 |
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To be discussed in the Munaqosah in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

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## NOTIFICATION LETTER

Number   :
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Matter     : In Order to Hold the Munaqosah
                of  Wiwi Robiatul Adawiyah

To:
The  Honorable the Head of Tarbiyah Departement
of State Institute for Islamic Studies(IAIN) Metro
*Assalamu'alaikum  Wr. Wb*

We have  given guidance  and enough  improvement  to the Thesis which  is
written by:

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|---|---|---|
| Name | : | Wiwi Robiatul  Adawiyah |
| St. Number | : | 14122357 |
| Faculty | : | Tarbiyah  and Teacher  Training |
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| Title | : | AN  ERROR  ANALYSIS   IN  USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT   TEXT  AMONG  THE  FIRST GRADER   OF  SMA  TMI  ROUDLOTUL QUR'AN  IN  THE  ACADEMIC  YEAR 2020/2021 |

It has been agreed so it can be continued to the Tarbiyah Departement in order to
be discussed on the Munaqosah. Thank you very much.

*Wassalamu'alaikum Wr.Wb*

Metro,  April 2021

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## NOTA DINAS

Nomor       : -
Lampiran    :
Perihal       :**Mohon Dimunaqosahkan Skripsi**
                 **Saudari Wiwi Robiatul Adawiyah**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

*Asslamualaikum. Wr. Wb*

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

Nama           : Wiwi Robiatul Adawiyah
NPM           : 14122357
Jurusan       : Tadris Bahasa Inggris
Fakultas      : Tarbiyah dan Ilmu Keguruan
Judul          : AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT TEXT AMONG THE FIRST GRADER OF SMA TMI ROUDLOTUL QUR'AN IN THE ACADEMIC YEAR 2020/2021

       Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosahkan. Demikian harapan kami dan atas perhatianya, kami ucapkan terimakasih.

*Wassalammu'alaikum Wr. Wb.*

Dosen Pembimbing I,            Metro,   April 2021
                                  Dosen Pembimbing II

**Dr. Umi Yawisah, M.Hum**         **Syahreni Siregar, M.Hum**
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## RATIFICATION PAGE
No: B-1761/In.28.1/D/PP.00-9/06/2021

An Undergraduate thesis entitled: AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT TEXT AMONG THE FIRST GRADER OF SMA TMI ROUDLOTUL QUR'AN IN THE ACADEMIC YEAR OF 2020/2021, Written by: Wiwi Robiatul Adawiyah, Student Number 14122357 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 26th, 2021, at 10.00-12.00. AM

**BOARD OF EXAMINERS**

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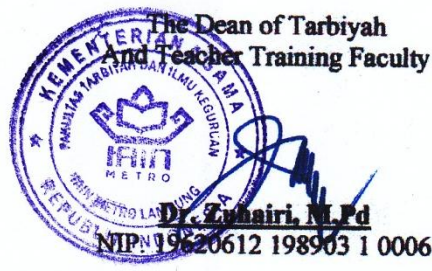
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# AN ERROR ANALYSIS IN USING SIMPLE PAST TENSE ON THE STUDENTS WRITING RECOUNT TEXT AMONG THE FIRST GRADER OF SMA TMI ROUDLOTUL QUR'AN IN THE ACADEMIC YEAR OF 2020/2021

## ABSTRACT

**By:**
**Wiwi Robiatul Adawiyah**

This research is about an analysis on the use of simple past tense in English recount text made by the first graders of IPS of SMA TMI Roudlotul Qur'an in the academic year 2020/2021. The objectives of this research were to find out errors of using simple past tense and personal pronoun in recount text written by the first graders of IPS of SMA TMI Roudlotul Qur'an in the academic year 2020/2021 and to find out the dominant errors made by the students in using simple past tense in recount text written by the first graders of IPS of SMA TMI Roudlotul Qur'an in the academic year 2020/2021.

The instrument of research was test and documentation. The research approach was mix descriptive qualitative and qualitative method. The result of this research showed that there are four types of error that occur; error of omission, error of addition, error of miss-formation and error of miss-ordering. The most dominant errors students made error of miss-formation with total 51 errors or 54,26%. It is higher that half of the total of errors made by the students. The error miss-formation is related to the use of the wrong form of the morpheme structure.

**Keywords**: *Error, Writing, Recount text, Simple Past Tense*

# ANALISIS KESALAHAN DALAM PENGUNAAN SIMPLE PAST TENSE DALAM PENULISAN RECOUNT TEXT SISWA KELAS X SMA TMI ROUDLOTUL QUR'AN METRO TAHUN AJARAN 2020/2021

## ABSTRAK

**Ditulis Oleh:**
**Wiwi Robiatul Adawiyah**

Penelitian ini membahas tentang analisis penggunaan simple past tense dalam teks recount bahasa Inggris yang dibuat oleh siswa kelas X IPS SMA TMI Roudlotul Qur'an tahun ajaran 2020/2021. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan penggunaan simple past tense dalam teks recount yang ditulis oleh siswa kelas X IPS SMA TMI Roudlotul Qur'an tahun ajaran 2020/2021 dan untuk mengetahui kesalahan dominan yang dibuat oleh siswa dalam menggunakan simple past tense dalam teks recount yang ditulis oleh siswa kelas X IPS SMA TMI Roudlotul Qur'an tahun ajaran 2020/2021.

Instrumen penelitian yang digunakan adalah tes dan dokumentasi. Pendekatan penelitian digabung antara kualitatif deskriptif dan metode deskriptif. Hasil penelitian menunjukkan ada empat jenis kesalahan yang terjadi; kesalahan kelalaian, kesalahan penambahan, kesalahan formasi, dan kesalahan penyusunan. Kesalahan yang paling dominan adalah kesalahan formasi dengan jumlah kesalahan 107 atau 58,15%. Ini lebih dari setengah total kesalahan yang dibuat oleh siswa. Kesalahan formasi terkait dengan penggunaan bentuk struktur morfem.

**Kata kunci** : *Kesalahan, Penulisan, Simple Past Tense, recount text*

# STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

    Name                : Wiwi Robiatul Adawiyah

    NPM                : 14122357

    Study Program    : English Education Department

    Department       : Tarbiyah and Teacher Training

It states that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are expected from the bibliography mentioned.

Metro, 26 April 2021
The Writer

**Wiwi Robiatul Adawiyah**
St. Number 14122357

# LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah in:

| | | |
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| Nama | : | Wiwi Robiatul Adawiyah |
| NPM | : | 14122357 |
| Jurusan | : | Tadris Bahasa Inggris |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |

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

Metro, 26 April 2021
Penulis

**Wiwi Robiatul Adawiyah**
St. Number 14122357

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# MOTTO

وَإِذَا سَأَلَكَ عِبَادِى عَنِّى فَإِنِّى قَرِيبٌ ۖ أُجِيبُ دَعْوَةَ ٱلدَّاعِ إِذَا دَعَانِ ۖ فَلْيَسْتَجِيبُوا۟ لِى وَلْيُؤْمِنُوا۟ بِى لَعَلَّهُمْ يَرْشُدُونَ ﴿١٨٦﴾

*"And when My servants question thee concerning Me, then surely I am nigh. I answer the prayer of the suppliant when he crieth unto Me. So let them hear My call and let them trust in Me, in order that they may be led aright"*

*"Dan apabila hamba-hamba Ku bertanya kepadamu (muhammad) tentang Aku, maka sesungguhnya Aku dekat. Aku kabulkan permohonan orang yang berdo'a, apabila dia berdoa kepada Ku, hendaklah mereka itu memenuhi(perintah)-Ku dan beriman kepada Ku, agar mereka memperoleh kebenaran"*
**(Q.S. Al-Baqarah : 186)**

# DEDICATION PAGE

**This undergraduate thesis is dedicated to:**

My beloved family, especially my parents ( Mr. Abdul Muhit and  Mrs. Emi),

*Murrobi Ruhii*

(Abi Ali Komaruddin Al-hafidz (Alm) and Umi Siti Rumzanah). Thanks for
every things you gave to me; your praying, support, trust, love and so on. I'm
nothing without them.

My Sponsor and Co-Sponsor, thanks for guiding me.

My roommate who always accompanying and supporting (Dhea Choirunnisa,
Uswatun Hasanah, Putri Dwi Hardiyanti, and Anis Romadhon ).

My beloved alma mater of state institute for islamic studies of metro.

# ACKNOWLEDGMENT

The start with, All praises due to الله SWT for Islam blessing, health, and also mercy because the researcher finally can accomplish this undergraduate thesis. Shalawat is also sent to prophet Muhammad ﷺ who had delivered the truth to human beings in general and Muslim in particular.

In the second place, the deepest gratitude would be addressed to my beloved parents for their endless love, for understanding and supporting me to finish the under graduate thesis soon and always pray for me to be successful person. The researcher's thanks also go to sponsor Dr. Umi Yawisah, M.Hum and co-sponsor Syahreni Siregar, M. Hum. and who have constantly given their endorsement, time and guidance during the accomplishment of this undergraduate thesis. Hopefully, this thesis can give many advantages to all of us properly.

Metro, 26 April 2021
Penulis

**Wiwi Robiatul Adawiyah**
St. Number 14122357

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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

As an international language, many students in many countries learn English. In Indonesia, English is learned from elementary school, middle school to university. Therefore, the importance of English requires many people who master English to engage in work.

There are four main aspects of English, such as listening, speaking, reading and writing. Writing is one of the important aspects of language learning. Through writing, students can share their knowledge and ideas with each other. Writing will be very enjoyable. According to Brown, writing is the result of thinking, drafting, and revising procedures that require specialized skills, skill is not every speaker develops naturally.

This means that writing is not about writing casually with a pen, but real writing requires thinking and planning to make readers interested. There are many types of written texts, namely: narrative, procedural, descriptive, reporting and narrative text. One of the texts studied by high school students is recount texts. According to Mark and Caty recount text is a text that retells past events which the place and occurred events flows smoothly based on the sequence of the time.

It is different from other writing texts because students have already experienced this activity, so students don't have to bother to think about what they want to write. In addition, the recount text uses the past tense because it

records past events. In fact, the students of SMA TMI Roudlotul Qur'an have trouble using the simple past tense correctly. They cannot distinguish between verb 1 and verb 2, irregular or regular verbs. Teacher found that students use non-past tense to write recount text.

Based on the recount text by the above-mentioned, the writer found many errors in writing the recount text.

Based on that case, the writer finds the students in the first grade made many mistakes when making recount text such as, simple past tense. It can occur because the students never practice themselves.

From the fact above, the writer is interested to " Analyse the error of using simple past tense on students writing recount text at first grade of SMA TMI Roudlotul Qur'an in academic years 2020/2021".

In the case, the writer has conducted a pre-survey on February 11, 2020 among 10 students; the writer got the data of the students error in using simple past tense on the students writing recount text among the first graders of SMA TMI Roudlotul Qur'an in the Academic Year of 2020/2021. The writer analyses their written works about recount text, and the content consists of simple past tense.

Here two examples error in using simple past tense that found in the students writing:

Yesterday, I **am** happy, because my father gave me a book. I **bring** the book to the school. and the book is very useful for my study. Therefore I must read every day. The book gave goodness to we. We can get knowledge

from the book. The book is my friend in the school. So we must keep our book.

> Written by : ULP / X IPS 1
> Yesterday, I went to Bandung. I went with my parents. In Bandung, I **live** with my family, uncle, aunty, and grandmother. In Bandung, my uncle **buy** me a new clothe, I **feel** happy because me have good family. My and my family **like** visiting Bandung.

> Written by: LFH / X IPS 1
> The writer found incorrect grammatical use of simple past tense in the writing result above. It shows that the students don't understand yet about the usage of simple past tense in the first paragraph, such as :

**Table 1.1**
**Students Examples of Simple Past Tense Errors Paragraph 1**

| The Students Examples | The Correct Forms |
|---|---|
| ● I am happy | ● I was happy |
| ● I bring the book | ● I brought the book |
| ● The book is my friend | ● The book was my friend |

**Table 1.2**
**Students Examples of Simple Past Tense Errors Paragraph 2**

| The Students Examples | The Correct Forms |
|---|---|
| ● I live with… | ● I lived with… |
| ● … my uncle buy.. | ● … my uncle bought… |
| ● I feel happy | ● I felt happy. |
| ● I have a good family. | ● I had a good family. |
| ● My family likes visiting Bandung | ● My family liked visiting Bandung |

By analyzing the pre-survey result above, the writer found that the students among the first grade at SMA TMI Roudlotul Qur'an made a mistake when writing recount text, it is past tense. It can occur due to the student lack of practice.

According to the result above, the writer is interested in writing the thesis entitled "An Error Analyzing on Using Simple Past Tense in Students' Writing Recount Text At The First Grade Of SMA TMI Roudlotul Qur'an In The Academic Year of 2020/2021."

## B. Focus of the Research

In this research, the writer focused on analyzing the error of using simple past tense in students writing recount text at first grade of SMA TMI ROUDLOTUL QUR'AN in the Academic Year of 2020/2021.

## C. Problem Limitation

This research is limited to the analysis of the error of using simple past tense in students writing recount text at first grade of SMA TMI ROUDLOTUL QUR'AN in the Academic Year of  2020/2021.

## D. Problem Formulation

Based on the problem limitation above, the researcher would like to formulate the problems : What kind of error that students make in using simple past tense in writing recounts among the first grade of SMA TMI ROUDLOTUL QUR'AN in academic years 2020/2021?

## E. Objectives and Benefits of the Study

### 1. Objective of the Study

The objectives of the research is to know the kind of error that the student makes in using Simple past tense in writing recount text at first

grade of SMA TMI ROUDLOTUL QUR'AN in the Academic Year of 2020/2021.

## 2. Benefits of the study

### a. For the students

This research can provide students with information to help them understand the simple past tense when writing recount text.

### b. For the Teacher

This research can be useful as additional information in teaching recount text especially in part of simple past tense.

### c. For Further Research

The result of this research can be used as information or reference in conducting a research related to this research.

## F. Prior Research

The first prior research was from Afifatul Millah by the title "An error analysis on use of simple past tense in students' recount text (A study at the tenth grade of MA NU Banat Kudus). Students of MA NU Banat should be able to use simple past tense. However, most students still face difficulties in understanding and correctly using written narratives. Therefore, this research aims to analyze student errors when writing recounting texts by using simple past tense based on the surface strategy classification method. This research is based on descriptive qualitative analysis. The subject of the study is the first semester of the student MAN NU Banat Kudus, and the sample is the X IPA. When collecting data, researchers used writing tasks.

From the result, it could be seen that errors made by students were 56 omissions, 9 additions, 79 misinformations, and 3 misorderings. From the frequency of each error type, misinformation was the error which was most frequently produced by the students. It took 54% of the total errors. Moreover, 38% errors fell into omission and 6% errors fell into addition; whereas, for misordering, it only took 2%. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual) and sometimes they could be found similar to those made by children learning the target language as their first language.[1]

The second prior research was taken from Zulida Sa'ida by the title "An analysis of students' errors in using simple past tense in writing recount text at the first semester of the eighth grade of smp n 1 adiluwih pringsewu in the academic year 2017/2018". The students of SMP N 1 Adiluwih Pringsewu are supposed to be able to use simple past tense. However, most of students still faced difficulties to understand and to use them appropriately in writing recount text. Therefore, this research was intended to analyze the student error based on surface strategy taxonomy in writing recount text by using simple past tense. The finding of the research shows four types of error made by students in using Simple Past Tense in writing recount text based on Surface Strategy Taxonomy, they were Omission, Addition, Mis-formation and Mis-ordering. Then, the highest frequency of errors made by students

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[1] Afifatul Millah, *An Error Ananlysis on the use of simple past tense in students' recount text writing (A study at the tenth grade of MA NU Banat Kudus* (Semarang : UIN Walisongo, 2016), 3.

based on surface strategy taxonomy is misformation with the percentage is 33%, followed by addition with the percentage is 30.69% and omission with the percentage is 25.74% and the last is mis-ordering with 10.56%.[2]

In the prior research above, the similarity of both the prior research with this research is the analysis of simple past tense in student writing of recount text.

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[2] Zulida Sa'diah, *An Analysis of students' Errors in using Simple Past Tensein writing recount text at the first semester of eight grade of SMPN 1 Adiluih pringsewu in the academic year 2017/2018*, (Bandar Lampung: UIN Raden Intan: 2017), 3.

**CHAPTER II**

**THEORETICAL REVIEW**

A. **The Concept of Error Analysis**

1. **The Definition of Error**

Sometimes, in the learning process, students often make some errors. Errors can be seen as the product of learning. Error may occur because the learner lacks knowledge. Brown stated that an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner[3]. It means that the error comes from the learners' competence.

The errors are part of the learner's interlingual, which is the language version that the learner has at any stage of development, and is constantly being reshaped as he or she strives to become fully proficient. It can be concluded that the errors made by learners are part of the learning process.

2. **The Definition of Error Analysis**

The study of error is called error analysis. It is according to Brown, error analysis is when the learners make errors and these errors can be observed, analysing, led to a surge of study of learners' error.[4]

Error analysis is a procedure used by researchers and teachers, which includes sample collection language learners, the introduction of errors contained in the simple, the description of errors, the classification

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[3] H. Douglas Brown. *Principle of language learning and teaching 5th Edition*. (New York: Pearson Education, Inc, 2007). 258

[4] *Ibid*. 259

based on the causes that have been hypothesized, as well as evaluating its seriousness.

Based on the statement above, it can be concluded that error analysis is the procedure to analyse and describe the errors made by the learners. In this case, it is also to check how many students made errors in using personal pronouns and past tense on recount text.

3. **The Definition of Mistake**

Mistakes are student errors based on false assumptions or not using known systems. This means that students actually know, understand and understand certain patterns when using the language they are using, however due to "glide on the tip of the tongue" (unvoiced), irregular grammar, memory errors, and even physical factors such as fatigue and uncontrollable emotions.

4. **The Difference Between Error and Mistake**

It is important to know the difference between errors and mistakes, because mistakes made are based on two different conditions. Mistakes are caused by "performance errors" and errors are caused by "capacity errors". The way to distinguish the implementation of this method is to check the error with the student concerned again. If he can identify and correct the mistake he made, it means that the mistake he made is an "error in execution", which means that the mistake is a mistake.

## B. The Concept of Writing

### 1. The Definition of Writing

Writing is one of the skills for students to learn English. In order to be able to write good writing. someone must train their writing skills.

It is strengthened by John Langan, he stated that competent writing is a skill that he or anyone can learn with practice. It is a nuts-and-bolts process consisting of a number of principle and techniques that can be studied and mastered [5]. According to Horvath Jozef writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge, and experience with subjects[6]. The interlocking process of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary, hypertext theory, second language acquisition and writing pedagogy.

Writing is a psychological activity of the language user to put information in the written text. Then, Donn Byrne stated that writing is clearly much more than the production of sound[7]. Based on the above definition, the writer can infer that writing is an activity that transforms information, thoughts, feelings, or knowledge into written text, and anyone can learn through practice.

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[5] John Langa,*Exploring writing sentence and paragraph*, (New York: MCgraw-Hill, 2010), 5.

[6] Horvath Jozef. *Advanced writing In English as A foreign Language*, (Moscow: Lingua Franca Csport, 2001), 5.

[7] Donn Byrne. *Teaching Writing skill*, (London and New York: Longman Group, 1998), 1.

## 2. The Process of Writing

According to Alice Oshima& Ann Houge the process of writing has roughly four steps:[8]

a. Prewriting

Prewriting is a way to get ideas. In this step, you select a topic as the collection topic to explain the topic. You can use multiple techniques to get ideas. One of the techniques is to list. This is a pre-writing technique where you can write the topic at the top of the paper, and then quickly list the words or phrases you want to think of. Don't stop doubting whether the idea is good or bad. Write down! Keep writing until the idea stops.

b. Organizing

The next step is to use the outline as a guide to write a rough draft. Write drafts as quickly as possible without having to stop to think about grammar, spelling or pronunciation. Just write your thoughts on paper. You may see many errors in the draft. After all, this is completely normal and acceptable. This is a rough draft. You will fix the error later.

c. Polishing, Revising, and Editing

In this step, you will complete what you have written. This step is also called revision and editing. If it is carried out in two steps, polishing will be the most successful. First, deal with major issues of

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[8] Alice Oshima& Ann Houge. *Introduction to Academic Writing (3rd Edition)*. (New York: Longman: 2007). P. 15

content and organization (revising). Then work on the smaller of grammar, pronunciation, and mechanics (editing).[9]

3. **The Feature of Writing**

The next step to progress our writing is to move past words and sentences. We must learn to consider how all of the sentences connected with each other and how our reader will relate to our paragraph. There are five components of great writing; Purpose, audience, clarity, unity, coherence.

a. Purpose

Writers often create a purpose statement before they begin writing. A purpose statement is a short sentence that clearly defines the point of the paragraph. Reviewing the purpose statement while you write will help you to stay on topic and maintain the focus of your writing. Purpose statements are simple and to the point. For example, if you are going to write a paragraph about how to clean your room, your purpose statement would read something like this; The purpose of this paragraph is to explain how to clean your room.

b. Audience

The second element of good writing is to keep our audience in mind as we write. The term audience refers to the readers. Good writers know who their audience is before they start writing.

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[9] *Ibid*. p. 16

Good writers keep their audience in mind as they write every sentence in their paragraph.

c. Clarity

Clarity refers to how easy it is for the reader to understand our writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. There are two ways that you can improve clarity: Use descriptive (or precise) words and use clear pronoun references

d. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

e. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are; logical order, repetition of key words, use of transitional words and phrases

## 4. Types of writing

a. Recount

Recount provides information about what happened, when it happened, where it happened, and the people involved. It has social functions and can replay events to inform or entertain readers. The restatement also focuses on the individual participant, the use of the past tense, the use of the chronological sequence of events, and the use of material (or action) terms.

b. Description

The description helps the reader visualize the scene or the character through his/her imagination, or understand the feelings or emotions. It reproduces the appearance, taste, feeling, sound or smell of things, and may also evoke emotions such as happiness, fear, joy or loneliness.

c. Argumentation

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

d. Narration

Narratives are formal words used to narrate stories about actions or events. The narrative arranges time in time and tells what happened according to the natural time sequence. The types of narratives include

short stories, novels and news stories, as well as most of our daily social activities (in the form of letters and dialogues).

e. Exposition

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

Furthermore, this research is limited to the types of writing only recount text which is taught in SMA TMI ROUDLOTL QUR'AN METRO.

## C. The Concept of Recount Text

### 1. The Definition of Recount Text

Recount Text is text that retells past events or experiences. There is no complexity between the participants, but in the end there is a repositioning. According to Blake, recount reconstructs past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way[10].

In other words, the recounting text summarizes the sequence of events (chronological order) in which they occurred. Based on the above explanation, it can be concluded that the recount text is written to report on the experience of a series of related events and to inform readers.

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[10] Blake, *Targeting Text; Recount, Procedure, Exposition Middle Primary*, (Green Clara Press), p.4

## 2. The Function of Recount Text

The purpose of the recount is to inform past experience or entertain the audience. In other words, the purpose is to list and describe past experiences by retelling the events in the order they occurred. In order to achieve its purpose, the text will go through different stages. They include a direction to let the reader know who is involved, when and where, and retelling a series of events in chronological order.

## 3. Generic Structure of Recount Text

A recount text focuses on sequence of events relating to particular activity. It follows three steps:[11]

a. Orientation

The orientation forms the first paragraph of the written recount. This can be a sentence, but it usually contains at least two or three sentences. The scene also introduces information about the time, settings and participants. The audience needs to know when the event occurred, the people involved, what happened, and where the activity or event occurred.

b. Series of event

In this part of the recount, students need to concentrate on providing detailed information about who, what, where and when. Usually, the recounts are arranged in chronological order.

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[11]*Ibid*, p.5

c. Reorientation

This is an optional stage, usually used to complete writing by rounding a series of events. It quotes some information in the directed paragraph.

**4. Language Features of Recount Text**

There are some language features for recount text. They are specific participants, time-linked, active and passive voices. Include personal comments, opinions and explanations of the incident. The restatement has a heading to summarize the text. Restatements describe events, so a lot of verbs (actions, words) and adverbs (more details to describe verbs) are used. Use past tense verbs and frequently use words that link events in time, for example; next, after, when, before, first.

**5. The Similarities Between Narrative Text and Recount Text**

a. Included in the Narration text group. Narration is a class of English texts that tells of events in the past.

b. Use the past tense. Because these two texts belong to the type of narration about past events, the use of tense is also affected, that is the use of past tense.

c. The communication purpose of narrative text and recount text are the same. That is to tell past experiences or events for the purpose of providing information or entertainment.

d.  The narrative text and the language structure of the recount text are always directed or introduced before the feature, place and time of the event.

e.  The narrative text and the recount text have similarities in language features, for example: use action verbs, such as: walk, sleep, run, etc.; use time connectives and conjunction to sort the events to be notified. For example: then, before, after, shortly, etc.; use adverbs and adverbial phrases to show the event or the location of the event. For example: here, waiting on the mountain,etc.

**6.  The Differences Between Narrative Text and Recount Text**

It has three language structures, namely direction, complexity and resolution. Orientation is the stage where the person who tells the story recognizes the character. Complication is a stage where a character experiences conflict. Resolution is the final stage in which the character resolves the conflict or problem he encounters.

The narrative text describes the conflict and then how to resolve it. The recount text will not conflict in the narrative text. The recount text only shows a series of activities performed by the character in a continuous time.

Narrative Text presents the conflict experienced by the perpetrator. Narrative Text tells about the conflict and then tells how to solve it. Recount Text doesn't present the conflict in Narrative Text. Recount Text

only presents a series of activities carried out by the characters in sequential time.

## D. The Concept of Simple Past Tense

### 1. The Definition of Simple Past Tense

In English, we know the word grammar. Sometimes grammar is defined as the way words are combined to form the correct sentence. This means that through good grammar, the learner or student can easily understand the meaning of the sentence. Grammatically, we also know tenses. English learners should know at least five tenses, namely: present tense, continues tense, future tense and perfect tense.

Therefore, the students use simple past tense in writing recount text. Wilson Explains that simple past tense is used to report activity which can be described to a definite past time.

According to Martin, simple past is one of the tenses that refer to completed events, states or actions[12]. Use simple past tense in events, states, or actions that occurred in the past period of time. Last week, weekends and so on. This means that when an event or state is completed within a period of time, the simple past tense will be used.

Betty also stated that, simple past tense is used to talk about activities or situation that began and ended at a particular time in the

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[12]Martin Parrot, *Grammar for English Language Teachers 2nd Edition.* (Britain: Cambridge University Press. 2010), 219.

past.[13] In line with Betty, Uchiyama said that simple past tense is an action that ended in the past. It can be used for most of past actions: we can use it for actions that happened quickly, actions that happened over time, or actions that were habits in the past[14].

From the statement above, it can be said that past tense is a tense that refers to actions that have finished in a certain period of time such as; yesterday, last week, last month and so on.

2. **The Function of Simple Past Tense**

It is used to talk about things that happened in the past[15].

a. It is there for used

1) For a past action when the time is given:

*I met him yesterday.*

2) Or when the time ask about:

*When did you meet him?*

3) Or when the action clearly took place at a definite time event though this time is not mentioned:

*The rain was ten minutes late.*

b. The Simple past tense is used for an action whose time is not given but which 1) occupied a period of time now terminated, or 2) occurred at a moment in a period of time now terminated.

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[13] Betty Schrampfer Azar. *Understanding and using English Grammar 3rdEdition*. (New York: Pearson Edition. 1999), p.27

[14]Kent Uchiyama. *English Verb Tenses: An Informal but Extensive Reference the good folks teach them, the idly Curious and the Linguistically Perplexed*. 2016, p.53

[15] Anne Seaton & Y.H. Mew. *Basic English grammar*, (United State: Saddle Educational Publishing, 2007), p.98

Example of type 1

*He worked in that bank for four years ( but he does not work now).*

Example of type 2

*My grandmother once saw Queen Victoria.*

c.  The simple past tense is also used for a past habit

*He always carried an umbrella.*

The writer can say that the simple past tense is used to discuss activities or situations that occurred in the past period of time, or the simple past tense is used to complete actions that occurred at a specific time in the past.

**3.  The Formula of Simple Past Tense**

a.  The Simple Past Tense of Regular Verb

The simple past tense of most verbs requires an *–ed* ending with regular verb. No other conjugational endings are needed for any of people in either singular or plural.

**Table 2.1**
**The Regular Verb of Simple Past Tense**

| Subject | To call | To enjoy | To cancel |
|---------|---------|----------|-----------|
| I | Called | Enjoyed | Canceled |
| You | Called | Enjoyed | Canceled |
| He/she/it | Called | Enjoyed | Canceled |
| We | Called | Enjoyed | Canceled |
| | Called | Enjoyed | Canceled |

b.  The Simple Past Tense of Irregular Verbs

    The form of irregular verb in simple past tense is more than one way. It makes a vowel change and it also makes a vowel and consonant. Sometime, a few words of past tense look identical to present tense.

**Table 2.2**
**The Irregular Verb of Simple Past Tense**

| Subject | To begin | To catch | To burn |
|---------|----------|----------|---------|
| I | Began | Caught | burnt |
| You | Began | Caught | Burnt |
| He/she/it | Began | Caught | burnt |
| We | Began | Caught | Burnt |
| They | Began | Caught | Burnt |

c.  Verb be

    There were two English verbs that require a special look in the simple past tense;

**Table 2.3**
**The Verb Be of Simple Past Tense**

| Subject | To be | To have |
|---------|-------|---------|
| I | Was | Had |
| You | Were | Had |
| He/ She/ It | Was | Had |
| We | Were | Had |
| They | Were | Had |

d.  Auxiliaries

    Not all of auxiliaries can be formed in the past tense. For the example, the auxiliaries "*will*" uses with synonym meaning for the

past tense: will = would. The auxiliary "*can*" had a past tense form "*Could*" or "*be able to*". The auxiliaries "*might*" had a past tense "*had to*".

4. **The Example of Simple Past Tense**

   a. The Positive Form of Simple Past Tense:

     1) Verbal Sentence    : (S + Verb 2 + O/C)

       Example          : She went to Bandung Yesterday

     2) Nominal Sentence   : (S+ Were/Was+ Not Verb + O/C)

       Example          : We were in the house last night.

   b. The Negative Form of Simple Past Tense:

     1) Verbal Sentence    : (S + Did + Not + Verb 1 + O/C)

       Example          : She did go to Bandung yesterday

     2) Nominal Sentence   : ( S+ Were/Was+ Not + O/C)

       Example          : We Were not in the house last night.

   c. The Interrogative Form of Simple Past Tense:

     1) Verbal Sentence    : (Did + S + Verb 1 + O/C)

       Example          : Did she go to Bandung yesterday?

     2) Nominal Sentence   : ( Were/Was + S + O/C)

       Example          : Were we in the house last night?

# CHAPTER III

## RESEARCH METHODOLOGY

This chapter focuses on the research methods that will be implemented in the research, types and characteristics of research, data resources, data collection techniques, data validity, data analysis techniques and methods.

## A. Type and Characteristic Research

In this research, the researcher analyzes grammatical error on using simple past tense. The researcher observes the importance of learning, the grammatical difficulties of simple using past tense in recount texts in order to easily understand the structure and content of the text.

After seeing the above situation, the writer decided to conduct a qualitative study to analyze grammatical error on using simple past tense in recount text.

### 1. The Definition of Qualitative Research

Auerbach and Silverstein state that qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon[16]. It means that the qualitative research is the research which done the analysis, text interpretation, and the result of interview with the purposing to find meaning from the phenomenon.

Creswell also states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to

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[16] Auerbach,Carl F and Silverstein, *An introduction to coding and Analysis Data Qualitativ*e (New York: New York press, 2003) p. 5

a social or human problem. The process of research involves emerging questions and procedures, collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure[17] . Qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social or humanitarian problems. The research process includes making research questions and procedures that are still temporary in nature, collecting partial data into themes, and then providing interpretations of the meaning of a data. the final activity is making flexible reports.

Matthew stated that qualitative research is conducted through an intense and/or prolonged contact with a "field" or life situation. These situations are typically "banal" or normal ones, reflective of the daily life of individuals, groups, societies, and organizations.[18] The researcher attempts to capture on the perceptions of local actors "from the inside", through a process of deep attentiveness, of empathic understanding (Versthen), and of suspending or "bracketing" pre conceptions about the topics under the discussion.

Qualitative research is fundamentally explanatory. This means that the writer explained the data. This includes formulating a description of

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[17] Creswell, john W, *Research Qualitative, Quantitative and mixed Method Approach* ( Los Angles: Sage, 2009) p.4

[18]Mattew B. Miles & A.Michael Huberman. *An Expanded Sourcebook Qualitative Data Analysis*, (Londen: SAGE Publications, Inc, 1994), p.6

the individual or the environment, analyzing the data of the subject or category, and finally explaining or drawing conclusions about the personal and theoretical significance, stating the lessons learned, and asking further questions.

2. **The Kinds of Qualitative Research**

   a. Phenomenological research is a qualitative strategy in which the researcher identifies the essence of human experiences about a phenomenon as describe by participants in a study.

   b. Grounded theory is a qualitative strategy in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants in a study.

   c. Ethnography is a qualitative strategy in which the researcher studies and intact culture group in a natural setting over a prolonged period of time by collecting primarily observational and interview data.

   d. Case studies are qualitative strategy in which the researcher explores in depth program, event, activity, process, or one more individuals. The case (s) is bonded by time and activity, and researchers collect detailed information using a variety of data collection procedures over sustained period of time.

   e. Narrative researcher is a qualitative strategy in which the researcher studies of individuals and ask one or more individuals to provide stories about their lives.[19]

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[19] Creswell, john W, *Research Qualitative, Quantitative and mixed Method Approach* .,13

3. **The Characteristic of Qualitative Research**

   a. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.

   b. Qualitative research is descriptive. The data collected is in the form of pictures rather than number.

   c. Qualitative research is concerned with process rather than simply with outcomes or products.

   d. "Meaning" is of essential to the qualitative approach.[20]

   From the above explanation, this research aims to analyze the grammatical error on using simple past tense in writing at the first graders of SMA TMI Roudlatul Qur'an in the Academic Year of 2020/2021. This is dedicated to know the error commonly made by students in writing, especially recount text.

B. **Data Resources**

   The purpose of this research is to get the data. It is the important thing in the research which is the form of the phenomenon in the field and number. From the data, the researcher will know about the aim from the research. The data collecting should be relevant with the problem of research.

   In qualitative research, there are two sources which can be used for getting the data.

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[20] Taylor J Stevan, Bogdan, Robert,DeVault, L Marjorie, *Qualitative Research Methods* (New Jersey: John Wiley & sons, Inc., Hoboken,2016), p.23

1. **Primary Source**

   According to Sugiono, primary source is the source which could give valuable information directly. It means that the primary source is important data relate to problems of the research. For the primary source, the researcher uses the result of documentation.

2. **Secondary Source**

   Secondary source is additional source to get the data. It has function to collecting data for different purpose when conducting research[21].

   The research was conducted in X IPS of SMA TMI Roudlotul Qur'an. It was the place where the researcher got the data. The researcher took the students' task in writing on Monday, 8 March 2021 in English class. The subject of the research was X IPS.

   The data source was the writing product of X IPS of SMA TMI Roudlotul Qur'an or so called documentation. There were 31 students where consist of 17 girls and 14 boys. The data of this research were any errors found in the students' writing of recount text.

C. **Data Collecting Technique**

   Data collection techniques are the most strategic steps in research, because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the established

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[21] Sugiono, *Metode Penelitian Qualitativ,* ( Bandung:Alfabeta, 2020). P.88

standards. Sugiono states that there were four kinds of data collecting technique:[22] Observation, Interview, Documentation, and Triangulate.

Here, the researcher uses documentation as the technique of collecting data. The term documentation refers to a wide range of written, physical, and visual materials, including what other researcher may term artifacts.

Documents are records of past events. Documents can be in the form of writings, drawings, or monumental works of a person, written documents such as daily notes, life history, biographies, regulations, and policies, documents in the form of images, for example photos, live pictures, sketches and others, and documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, etc. Document study is a complement to the use of observation and interview methods in qualitative research.

The analysis in this research concerns on grammatical errors find in the students' writing in recount text. The analysis is based on surface strategy taxonomy. To guide analyzing obtained documents, the researcher made guidance as follows:

1. Read the students' writing two to three times to find grammatical errors in their writing.

2. Write down the grammatical errors in a table which represent one analyzed students' writings.

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[22] *Ibid*, p.104

3. Each grammatical error which occurs will be noted in the table according to its classification.

## D. Data Validity Technique

In addition to analyzing the data, researchers also need to test the validity of the data in order to obtain valid data. To establish the validity of the data needed examination techniques, in checking the validity of the data with qualitative methods required test plan that includes testing the validity of the credibility of the data dependability, transferability and objectivity.[23]

## E. Data Analysis

According to Bogdan, data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you present what you have discovered to others[24] .

From Susan Stainback and noted by Sugiono, data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated[25].

Base on the explanation above, it can be conclude that analysis data is the process of finding and composing data systematically which is obtained from the results of interviews, field notes, and documentation, by organizing

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[23] Lexi J. Mploeng, *"Meodologi Penelitian Kualitatif"*, (Bandung: Siswa Rosdakarya, 2002), 173.0

[24] Taylor J Stevan, Bogdan, Robert, DeVault, L Marjorie, *Qualitative Research Methods*. 23.

[25] Sugiono, *Metode Penelitian Qualitativ,*130.

data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and what will be studied, and making conclusions so that they are easily understood by oneself.

In this research, the writer used one procedure; documentation. This researcher is around examination of students' error in writing a sentence. The writer took from the students' work and after that the researcher analyzed through the taking after steps:

1. Collecting the data based on the writing task result of the students' works.

2. Checking the students' work, the writer analyzes what error that students make.

3. Identifying the students' works by checking their errors. That consists of: omission, addition, miss-formation, and miss-ordering.

4. Counting the total number of errors made by the students.

5. Counting the percentage of errors for each sort, the writer employs the formula below.

$$P = \frac{F}{N} \; x \; 100 \; \%$$

P  : The Presentation of Errors

F  : The Total Number of Errors

N  : The Total Number of the sentences[26]

## F. Research Procedure

Determining the research subject. Under this case, the writer identified the class that became the research subject. The subject of this is students at

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[26] ISP, Nation, Language Teaching Technique, (Victoria University of Wellington. 1989)

first grade of SMA TMI Roudlotul Qur'an In the Academic Year of 2020/2021.

Documenting the information. Basically documentation strategy is the strategy that is used to induce chronicled information According to Marguerite "Documentation is conducting documentation method, the researcher investigates the written material such as book, magazine, documents, regulations, note of meeting, diary, etc."[27]. The researcher uses the documentation strategy to get the information. It is used to pick up information from the archive (the source of information) steadily.

Analyzing the data. The researcher collected all the data which have been recorded. From the data collection the writer analyzed the students' error in using past tense in composing recount text.

Making the report research. At long last, after analyzing the crude information assembled, the researcher concludes the investigate finding and reports it.

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[27] Marguerite, et.al *Methods in Education Research: From Theory to Practice*, ( San Francisco: Jassey-Bass, 2006), p.152

# CHAPTER IV

## RESULT OF THE RESEARCH AND DISCUSSION

### A. Location of the Research

The general description that is assessed is as the complementari data. It is subjectively concerned in condition of school geographical of school building condition of school, and structure of organisational school.

### 1. Brief History about the Establishment of Senior High School of TMI Roudlatul Qur'an Metro.

Senior High School of TMI Roundlatul Qur'an Metro is located in Mulyojati Village, Metro city District, established in 2005, founded by the father Drs.KH.Ali Qomarudin,MM. Al-Hafidz and gained support from the surrounding community.

Senior High School of TMI Roundlatul Qur'an Metro who is now include the Mulyojati district, Central Lampung in blooming into three district/cities of East Lampung, City Administration Metro and Central Lampung itself this happened in 1999, then in 2000 district/ municipal administration Metro in substitute to Metro City and from the location of Madrasah Aliyah is set at Jalan Pratama Praja 16 B kecamatan Metro Barat Metro city.

At this time Senior High of TMI Roudlatul Qur'an Metro accredited with a Decree (SK) from the Ministry of Religious Affair of Lampung province Number :11/KPTS/04D.3/2007, 28 November 2008 and rank '' B'' with statistic Number. 302126103017.

Since Senior High School of TMI Roudlatul Qur'an Metro was established, Senior High School of TMI Roudlatul Qur'an Metro has been led by the following principles:

Saiful Hadi, S.SI            (2005- 2006),

Ngaliman, S.H.I            (2006 –2008),

H. Ahmad Muslimin,Lc      (2008 - 2010),

Machmud Nurohim, S.Ag     (2010 – 2012),

Ahmad Muslih,S.Pd         (2012 – 2013),

H.Sungeng Siswoyo, S.Pd   (2013 – 2015),

Ngaliman, S.H.I            (2015 – until now)

2. **Geographical Location**

Senior High School of TMI Roudlatul Qur'an located in geographic area with Lowland Category. Senior High School of TMI Roudlatul Qur'an Metro is stranded because of the location of the school located in an area easily accessible and found, as it is close to the highway, In addition, it is close to the highway. In addition, its location is surrounded by a supportive community making Senior High School of TMI Roudlatul Qur'an become a conducive place for teaching and learning activities.

Located on Jalan pratama praja. Mulyojati Village, Metro District of Lampung Province, with the following restrictions:

a. The west side is bordered by highways and residential areas.

b. East border with river and paddy fields.

c.  South side adjacent to residential area.

d.  North side is adjacent to the residential area.

3.  **The Facilities of Senior High School of TMI Roudlotul Qur'an Metro**

**Table 4.1**
**The Building of Senior High School of TMI Roudlatul Qur'an Metro**

| No | Names of Building | Total |
|----|-------------------|-------|
| 1. | Headmaster Room | 1 |
| 2. | Teachers Room | 1 |
| 3. | Administration Room | 1 |
| 4. | Student Council | 1 |
| 5. | Art Room | 1 |
| 6. | Mosque | 1 |
| 7. | Computer Room | 1 |
| 8. | Multimedia Room | 1 |
| 9. | Language and IPA Laboratory | 1 |
| 10. | Cooperation Room | 1 |
| 11. | Library | 1 |
| 12. | Kitchen | 1 |
| 13. | Meeting Room | 1 |
| 14. | Classroom | 14 |

*Source*: Observation Result in Senior High School of TMI Roudlatul Qur'an Metro on March 31, 2021

4.  **The Condition of Teachers and Official Employers in Senior High School of TMI Roudlatul Qur'an Metro**

The Numbers of teachers and official employers in Senior High School TMI Raudlatul Qur'an Metro in academic year of 2020/2021 are 51 that can be identified as follows:

**Table 4.2**
**The Condition of Teachers and Official Employers in Senior High**
**School TMI Roudlatul Qur'an Metro**

| No | NAME | NIP | OCCUPATION |
|---|---|---|---|
| 1 | Ngaliman, S.H.I | 196401051991031004 | Headmaster |
| 2 | Ahmad Abdulah, S.Pd | 195412181976031005 | Indonesia Language Teacher |
| 3 | Evita Sari, S.Pd | 195210301978032001 | English Teacher |
| 4 | Henny Andriani, S.Pd | 195712311979031049 | Mathematics Teacher |
| 5 | Sriati, S.Pd | 195207091980031004 | English Teacher |
| 6 | Mutopa, S.Pd | 196001011980122008 | PAI Teacher |
| 7 | Ambar,S.Pd | 195705291984032001 | Counselor |
| 8 | Dra.Siti Mahmudah | 195702081986012002 | Counselor |
| 9 | Deka Esa Putra, S.Pd | 196005111984032005 | IPS Teacher |
| 10 | Amrina Rosyada, S.pd | 195010201976032002 | Mathematics Teacher |
| 11 | P. Darmanto | 195307011978031003 | Mathematics Teacher |
| 12 | Sarwono | 195012211978031001 | IPA Teacher |
| 13 | Hj. Munarsih, S.Pd | 195407161979032003 | Indonesia Language Teacher |
| 14 | Nurmala S.Pd | 195911131981102001 | IPS Teacher |
| 15 | Dra. S. Haryani | 196511061992032006 | IPA Teacher |
| 16 | Saeful BM | 131414040 | English Teacher |
| 17 | Abdurrachman | 130780062 | IPS teacher |
| 18 | Dra. Yusfa Erlia | 196404211991032007 | IPS Teacher |
| 19 | Yuwono DM.S.Pd | 195908271980121002 | English Teacher |
| 20 | Purwati S.Pd | 196112281981122001 | Mathematics Teacher |
| 21 | Sudirman S.Pd | 195911131984031007 | IPA Teacher |
| 22 | Wijanarko Rahayu, S.Pd | 196011301982021003 | PKN Teacher |
| 23 | Saripah, S.Pd | 196409191986012002 | English Teacher |
| 24 | Demsi Marpaung, S.Pd | 196511221987032006 | English Teacher |
| 25 | Suyitno S.Pd | 196501111988031003 | PKN Teacher |
| 26 | Joko Widodo, S.Pd., M.Pd | 196807251991031005 | English Teacher |
| 27 | Lukman Gunadi | 195508161981031008 | Sport Teacher |
| 28 | Dra.Yanti Reftiana | 196901181995122001 | IPS Teacher |
| 29 | Djoko Santoso | 195904221982021002 | Teacher |
| 30 | Sugiri | 196005151982021004 | Painting Art Teacher |
| 31 | Djoko Budi Pramono | 195312311981121005 | Indonesia Language Teacher |
| 32 | Dra.Sri Wiji Purwati | 196505311992032004 | Dancing Art teacher |
| 33 | Sudarwo | 196312101984121001 | IPA Teacher |
| 34 | Irawati Fadilah S.Pd | 196411061986032008 | Indonesia Language Teacher |
| 35 | Supiah, S.Pd | 195905031984122001 | IPS Teacher |
| 36 | Dra. Rohima | 196309061997022001 | Counselor |

| 37 | Tiarmaida HB.S.Pd | 196905111991032007 | IPA Teacher |
|----|-------------------|--------------------|-------------|
| 38 | Tridianingsih, S.Pd | 196112061984032004 | IPS Teacher |
| 39 | Tati Tarsini | 195712091986022001 | Sport Teacher |
| 40 | Dwi Rahayu, S.Th | 195807051990112001 | Music Teacher |
| 41 | Eni Widarti.S.Pd | 196511111990032008 | IPA Teacher |
| 42 | Heri Budiono, S.Pd | 196611231992031007 | IPS Teacher |
| 43 | Dahliawati, S.Pd | 196403291990032004 | Indonesia Language Teacher |
| 44 | Khusnl, S.Pd | 196006271986022001 | Librarian |
| 45 | Hadi Suyoto.S.Pd | 196612101994021003 | PKN Teacher |
| 46 | Kardiman Sulisto, S.Pd | 196307301991021001 | Mathematics Teacher |
| 47 | Amiatun | 196304031990022004 | Music Teacher |
| 48 | Arvilia Komalasari, S.Pd | 196202281990022001 | IPS Teacher |
| 49 | Sulastri, S.Ag | 1969022719910312005 | PAI Teacher |
| 50 | Martiyana, S. S.Pd | 197203282006042002 | Music Teacher |
| 51 | Hari Widiyanto, S.Kom | 197612032008041001 | Teacher |
| 52 | Muslih,S.Pd | | Administration |
| 53 | Hasan Basri,S.Pd | | Administration |
| 54 | Haris Fatullah | | Security |

*Source*: Observation Result in State senior High School 2 Metro on March 31, 2021.

5. **The Quantity of Senior High School of Roudlotul Qur'an**
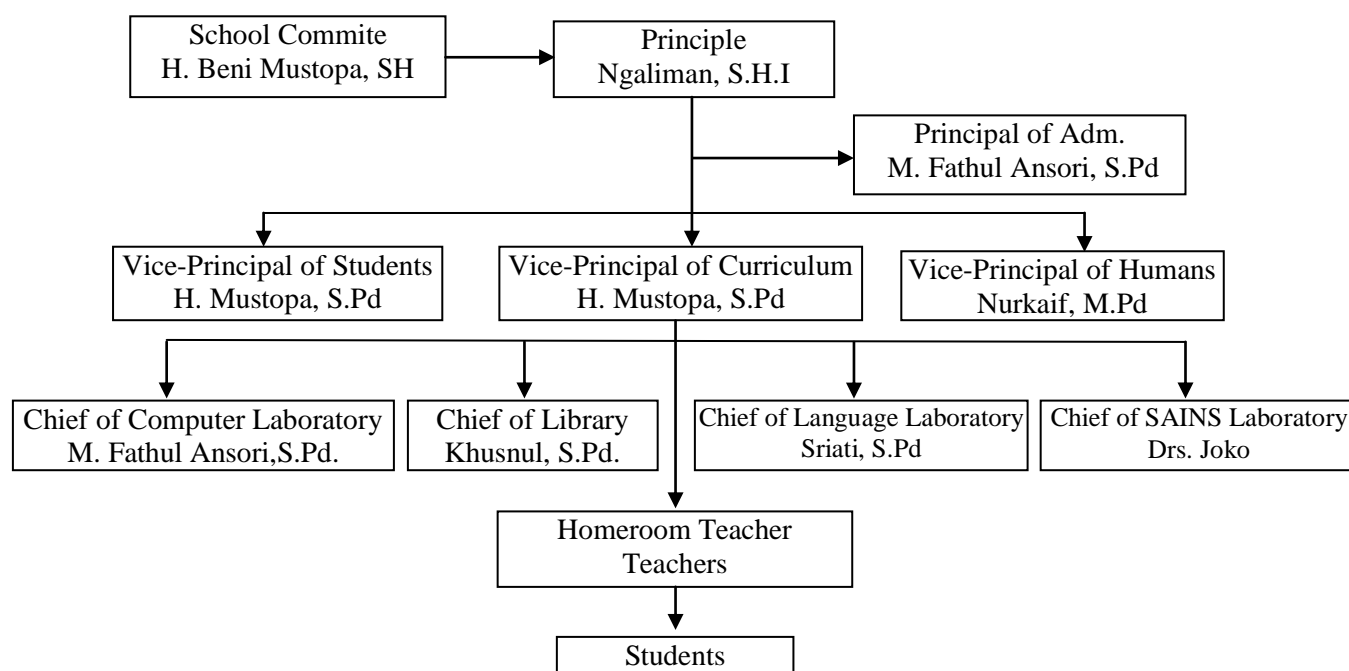
**Tabel 4.3**

**The Quantity of Senior High School of TMI Roudlotul Qur'an Metro Students in the Academic Year of 2020/2021**

| No. | Class | Sex | | Total |
|-----|-------|------|--------|-------|
| | | Male | Female | |
| 1. | Class X | 138 | 133 | 271 |
| 2. | Class XI | 113 | 131 | 244 |
| 3. | Class XII | 82 | 121 | 203 |

6. **The Organization of Senior High School TMI**

The Organization of Senior High School of TMI Roudlatul Qur'an

Metro in the Academic Year of 2020/2021 can be shown in the figure as

follows:

**Figure 4.1**
**The Organization of Senior High School of TMI Roudlatul Qur'an**
**Metro in the Academic Year of 2020/2021**

```
┌─────────────────────┐        ┌─────────────────────┐
│  School Commite     │───────▶│  Principle          │
│  H. Beni Mustopa, SH│        │  Ngaliman, S.H.I    │
└─────────────────────┘        └─────────────────────┘
                                         │
                                         │        ┌─────────────────────┐
                                         │───────▶│  Principal of Adm.  │
                                         │        │  M. Fathul Ansori, S.Pd│
                                         │        └─────────────────────┘
        ┌────────────────────────────────┼────────────────────────────────┐
        ▼                                 ▼                                 ▼
┌─────────────────────┐  ┌─────────────────────────┐  ┌─────────────────────┐
│Vice-Principal of    │  │Vice-Principal of        │  │Vice-Principal of    │
│Students             │  │Curriculum               │  │Humans               │
│H. Mustopa, S.Pd     │  │H. Mustopa, S.Pd         │  │Nurkaif, M.Pd        │
└─────────────────────┘  └─────────────────────────┘  └─────────────────────┘
```

| Chief of Computer Laboratory M. Fathul Ansori,S.Pd. | Chief of Library Khusnul, S.Pd. | Chief of Language Laboratory Sriati, S.Pd | Chief of SAINS Laboratory Drs. Joko |

Homeroom Teacher
Teachers

Students

## B. Result of the Research

The main instrument of this research is task. The data were gained from the student writing. In collecting data, the writer asked the student of first grader (X IPS) SMA TMI Roudlotul Qur'an Metro to make writing of recount text. Here, the writer only focused on classifying and identifying the students' task in writing recount text by using past tense and personal.

The assignment of recount writing was respected as error. After checking the task result of the students' writing, it was found that there were four sorts of errors made by students in using past tense and personal pronouns in composing recount text based on Surface Strategy Taxonomy, they were omission, addition, miss-formation and miss-ordering.

1. **Omission Error**

   Omission is characterized by the absences of things (word) required in a well-formed articulation. The total number of errors committed by students 34 (see appendix 9). The following data were displayed as illustrations of the error did by the students:

**Table 4.4**
**Omission Error Made by Students See Appendix 10**

| No | Sentences | Point of Omitted |
|----|-----------|------------------|
| 1 | I very happy. (no.2) | I *was* very happy (the absence of aux verb "was") |
| 2 | Six elementary school. (no.4) | Six *of* elementary school (The absence of preposition "Of") |
| 3 | We conversation. (no.7) | We *made* conversation. (the absence of Verb 2 "made") |
| 4 | I not have a cat. (no.24) | I *didn't* have a cat. (the absence of aux verb "did") |
| 5 | Teachers happy. (no.4) | Teachers *were* happy. (the absence of aux verb "were") |

2. **Addition Errors**

   On the opposite from omission error is additional error. It is characterized by the presence of an item which does not show up in well-formed articulation. The overall number of addition errors committed by students were 19 ( see appendix 9) the taking after information were displayed as cases of the error did by students.

**Table 4.5**
**Addition Error Made by Students See Appendix 10**

| No | Sentences | Point of Addition |
|----|-----------|-------------------|
| 1 | I *to* swim. (no 2) | I swam. (It didn't need to add the preposition "To" before V2). |
| 2 | I *am* followed. (no. 8) | I followed. (It didn't need to add aux verb "am" before v2) |

| 3 | We are played. | We played.<br>( It didn't need to add aux verb "are" before v2) |
| 4 | My friends *until* were in front of my home.<br>(no. 10) | My friends were in front of my home.<br>(It didn't need to add preposition "until" before adverb) |
| 5 | I want to tell you are about.<br>(no. 28) | I want to tell you about it.<br>(it didn't need to add aux verb "are" after object) |

## 3. Miss-Formation Errors

Miss-formation errors are characterized by the employments of the wrong frame of the morpheme or structure. The total number of miss-formation errors committed by students 107 (see appendix 9). The taking after information was displayed as cases of the error did by the students:

**Table 4.6**
**Miss-Formation Made by Student see appendix 10**

| No | Sentences | Point of Miss-Formation |
|---|---|---|
| 1 | Four bus.<br>(No.1) | Four *buses.*<br>(It's wrong formation, four was plural and should be followed by plural noun) |
| 2 | I *go* to information place.<br>(No. 3) | I *went* to information place.<br>(Verb 1 (go) should be change by V2 (went)) |
| 3 | We brought the cup to *we* teacher.<br>(no.4) | We brought the cup to *our* teacher.<br>( Word "we" in the personal pronoun is Subject. For possessive adjective is used "our"). |
| 4 | I was so *happiness.*<br>(no. 5) | I was so *happy.*<br>( "Happiness" is a noun and it needs the adjective "happy" to complete the sentence). |
| 5 | That *is* my experience.<br>(no. 6) | That *was* my experience.<br>( aux verb that use in recount text is "was") |
| 6 | *He* face *is* flat.<br>(no. 11) | *His* face *was* flat.<br>(The pronoun "he" should be changed by the possessive adjective "his" and the aux verb "is" should be changed by "was"). |
| 8 | Left *he.* | Left *him.* |

| | | |
|---|---|---|
| | (no.11) | ( pronoun "he" is the subject and Verb is followed by Object). |
| 9 | *Her* name *is* Mr.sulis. (no.12) | *His* name *was* Mr Sulis. ( "her" is a possessive pronoun from "she". Mr Sulis is a man and the possessive pronoun from "He" is "His". |
| 10 | He *has* two dog. (no.13) | He *had* two *dogs*. (The verb1 "has" should be changed by verb 2 "had". Two is plural and should be followed by a plural noun also "dogs"). |
| 11 | The committee give I. (no.17) | The committee *gave me*. (the word "give" is for v1 and recount text is followed by verb 2 "Gave". The pronoun " I " is a subject in the sentence. It should be changed by "me" as an object) |
| 12 | I had *a* experience. ( no.24) | I had *an* experience. ( Article "a" is followed by consonant word and "an" is for vocal word). |
| 13 | My *live* destiny. (no. 26) | My *life* destiny. ( the word "live" is verb should be change by noun "life") |
| 14 | One hour for *sleep*. (no.29) | One hour for *sleeping*. ( the word after preposition "for" should be followed by gerund "sleep" to "sleeping) |
| 15 | I ever think. (no. 28) | I ever *thought*. ( The word "think" is for verb1. Recount text should be followed by verb2 "thought"). |

4. **Miss-Ordering Error**

Miss-Ordering errors are characterized by the erroneous arrangement of morpheme or group of morpheme in an expression. The entire numbers of miss-ordering errors committed by students were 24 (see appendix 9). After taking information were displayed as illustrations of the error did by the students:

**Table 4.7**
**Miss-Ordering Error Made by Student see Appendix 10**

| No | Sentences | Point of Miss-Ordering |
|----|-----------|------------------------|
| 1 | Came contest day. (no.4) | Contest day came. ( It doesn't fit subject verb agreement. In the sentence the verb comes first and it should be "Subject + verb") |
| 2 | Contest public speaking. (no.8) | Public speaking content. ( 'Public' as head of noun phrase should be put in the beginning) |
| 3 | A tree coconut. (19) | A coconut tree. ( 'coconut' as head of noun phrase should be put in the beginning before article) |
| 4 | Destination the new. (no. 18) | The new destination. ( "new" as a adjective should be put before noun "destination") |

## C. Discussion of Finding

After collecting the data from the students, the errors were identified and then they were classified based on surface strategy taxonomy, According to Dulay the taxonomy that highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may miss-formation items or miss-ordering them.[28]   Therefore, surface strategy taxonomy classifies errors into four: omission, addition, miss-formation and miss-ordering. To classify the types of errors the calculating of the percentage of error was shown to know the percentage of each type undertaken by students.

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[28] Heidi Daulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 146.

**Table 4.8**
**Total of Errors**

| No | ERRORS | TOTAL | PERCENTAGE |
|----|--------------|-------|------------|
| 1  | OMISSION     | 34    | 18,49%     |
| 2  | ADDITION     | 19    | 10,32%     |
| 3  | MIS-FORMATION | 107  | 58,15%     |
| 4  | MIS-ORDERING | 24    | 13,04%     |
| 5  | TOTAL        | 184   | 100%       |

Based on the result of the research, the researcher found four types of errors made by students in using simple past tense and personal pronoun in writing recount text based on surface strategy taxonomy, they were omission, addition, miss-formation, and miss-ordering. Then, the highest frequency of errors made by the students based on surface strategy taxonomy is miss-formation percentage is 58,15%, followed by omission with the percentage is 18,49% and miss-ordering with the percentage is 13,04% and the last is addition with 10.32%.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the information collected and examination, the analyst drew a few conclusions and recommendations.

Within the test course, after analyzing the result of the information analyst can be conclude:

1. The subject committed four sorts of error made by understudies is using Past Tense in recount text related content based on surface strategy taxonomy, they were Omission, Addition ,Mis-formation and Mis-ordering.

2. The total number errors committed by students were 184 items. Here are frequency and percentage of the four types:

   a. The number of Mis-formation errors with 107 items and the percentage is 58,15%.

   b. The number of omission errors with 34 items and the percentage is 18,49%.

   c. The number of Miss-Ordering errors with 21 items and the percentage is 13,04%.

   d. The number of additional errors with 19 items and percentage is 10,32%.

**B. Suggestion**

Based on the findings of the research, the researcher would give some suggestions be cited as follows.

1. The suggestion is given to the English teacher that the researcher should not ignore the students' error, if it is possible to give proper correction to them using appropriate error correcting strategy.

2. Regularly practice the students expressing their idea through recount text as one of the alternatives, to accustom them to expressing their idea using English. It will be beneficial to prevent of at least to minimize the error committed in expressing their idea.

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# APPENDICES

**APPENDIX 1**

## SILABUS PEMBELAJARAN BAHASA INGGRIS

**Satuan Pendidikan** : SMA

**Mata Pelajaran** : **Bahasa Inggris**

**Kelas** : **X (Sepuluh)**

**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

| 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman, kejadian, atau peristiwa, sesuai dengan konteks penggunaannya | Teks *recount* lisan dan tulisan, sederhana, tentang pengalaman/ kegiatan/ kejadian/ peristiwa. | **Mengamati** | **Kriteria penilaian:** |
|---|---|---|---|
| | | ● Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/ peristiwa yang diberikan/ diperdengarkan guru. | ● Pencapaian fungsi sosial. |
| | | | ● Kelengkapan dan keruntutan struktur teks recount. |
| 4.13 Menangkap makna dalam teks recount lisan dan tulisan sederhana. | *Fungsi sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. | ● Siswa mengamati fungsi sosial struktur dan unsur kebahasaannya. | ● Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. |
| | *Struktur* | ● Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu terkait text recount. | ● Kesesuaian format penulisan/penyampaian. |
| 4.14 Menyusun teks recount lisan dan tulisan sederhana tentang pengalaman/kegiatan/kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks,dan unsur kebahasaan, secara benar dan sesuai degan konteks | a. Menyebutkan tindakan/ peristiwa/ kejadian secara umum. | **Menanyakan** | **Cara penilaian Kinerja (praktik )** |
| | b. Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut. | ● Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/ | ● Melakukan monolog dalam bentuk recount dalam kelompok/ berpasangan/ di depan kelas. |
| | | | ● Ketetapan dan kesesuaian |

| | | | |
|---|---|---|---|
| | c. Jika perlu ada kesimpulan umum.<br><br>*Unsur kebahasaan*<br>a. Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/ peristiwa yang sedang banyak dibicarakan.<br>b. Penyebutan kata benda.<br>c. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.<br>d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.<br>e. Rujukan kata | kejadian/peristiwa yang ada dalam bahasa inggris, perbedaan teks dalam bahasa inggris dengan yang ada dalam bahasa indonesia.<br><br>● Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount.<br>**Mengeksplorasi**<br>● Siswa mencari beberapa text recount dari berbagai sumber.<br>● Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks.<br>● Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat.<br>● Siswa berlatih menyusun | dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount.<br>**Observasi:**<br>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:<br>● Kesantunan saat melakukan tindakan.<br>● Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.<br>● Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.<br>● Ketepatan dan kesesuaian menggunakan strategi dalam membaca. |

| | | | |
|---|---|---|---|
| | *Topik*<br>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin. | kalimat-kalimat yang diberikan menjadi recount text.<br><br>● Siswa secara berkelompok menulis/ menyalin teks recount lisan dan tulisan, sederhana, tentang pengalaman/kegiatan/peristiwa/ dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.<br><br>**Mengasosiasi**<br>● Secara berpasangan siswa saling menganalisis teks recount tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.<br>● Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.<br>● Siswa memperoleh balikan (feedback) dari guru dan teman | **Portofolio**<br>● Kumpulan kemajuan belajar berupa catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount.<br>● Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draf, revis, editing sampai hasil terbaik untuk dipublikasi.<br>● Kumpulan hasil tes dan latihan.<br>● Catatan atau rekaman penilaian diri dan penelitian sejawat, berupa komentar atau lainnya. |

| | | tentang hasil analisis yang disampaikan dalam kerja kelompok. | **Penilaian diri dan penilaian sejawat** |
|---|---|---|---|
| | | **Mengomunikasikan** | ● Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain. |
| | | ● Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. | ● Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya |
| | | ● Siswa mempresentasikan di kelas. | |
| | | ● Siswa membuat jurnal belajar (learning journal) | |

Teacher

Metro,  March  2021
Researcher

**Evita Sari, S.Pd**

**Wiwi Robiatul Adawiyah**
NPM 14122357

# APPENDIX 2

## RENCANA PELAKSANAAN PEMBELAJARAN
### (RPP)

| | |
|---|---|
| Sekolah | : SMA TMI Roudlotul Qur'an Metro |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : X IPS |
| Materi Pokok | : Recount Text |
| Alokasi Waktu | : 1 X 90 menit |

## I. Kompetensi Inti

1.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

1.2 Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, toleran, kerjasama, damai), santun, responsif, serta proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial serta alam dalam menempatkan diri sebagai cerminan dari bangsa dalam pergaulan dunia.

1.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan. Prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

1.4 Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu untuk menggunakan metode sesuai kaidah keilmuan.

## II. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku santun serta peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

1.3 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

1.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, *personal pronoun* sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* dan *personal pronoun* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## III. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount sederhana tentang pengalaman/ kejadian/peristiwa.

2. Menunjukkan perilaku peduli, percaya diri, tanggung jawab dalam melaksanakan komunikasi terkait teks recount dan personal pronoun sederhana tentang pengalaman/kejadian/peristiwa.

3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

4. Merespon makna teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

5. Menyusun teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

## IV. Materi Pembelajaran

1. Recount text

   a. Definition

   Recount text is the kind of genre that has a purpose to retell past events for purposing of entertaining and informing the readers.

   b. Social Function

   To reconstruct past experiences with retelling events and it is written chronologically.

   c. Generic Structures

      1) Orientation     : introducing the participants, time and place

      2) Events          : tell events in the temporal sequence

      3) Reorientation  : brings events into the present

   d. Example of recount text

   Dear Mother and Father

   Yesterday at my school we had International Day. We had performance, foods talls, displays and some of us were dressed in costumes.We started our day off with     performance but the one I Like best was the one from fourth grade. It was about games. The performance I was in was called"Labamba".Straight after our performances we had our lunch. There were stalls.They camefromAustralia, Greece, Asian,Arabic.

   Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was selling International day books. After lunch we had a raffle ticket draw. I didn't win anything but a lot of people did. Although I didn't, International Day was still fun.

ORIENTATION:Dear Mother and Father

Yesterday at my school we had International Day. We had performances, food talls, displays and some of us were dressed in costumes.

EVENTS: We started our day off with performance but the one I Like best was the one from fourth grade. It was about games. The performance I was it was called "Labamba". Straight after our performances we had our lunch. There were stalls. They came from Australia, Greece, Asian,Arabic. Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day books.After lunch we had a raffle ticket draw. I didn't win anything but a lot of people did.

REORIENTATION: Although I didn't win anything, International Day was still fun.

e. Language Feature
   1) Focus on individual participants.
   2) Use past tense.
   3) Use action verb .
   4) Focus on temporal sequence.

2. Personal Pronoun
   a. Definition

   The definition of personal pronoun is as a word that takes the place of a noun, so that the same noun could replace it..

   b. Form of Personal pronoun

| Subject | Object Pronoun | Possessive Adjective | Possessive Pronoun | Reflexive Pronoun |
|---|---|---|---|---|
| Singular I | Me | My | Mine | Myself |
| You | You | Your | Yours | Yourself |
| He | Him | His | His | Himself |
| She | Her | Her | Hers | Herself |
| It | It | Its | Its | Itself |
| Plural We | Us | Our | Ours | Ourselves |

| You | You | Your | Yours | Yourselves |
|-----|-----|------|-------|------------|
| They | Them | Their | Theirs | Themselves |

3. Past Tense
   a. Simple past is tense that use to talk about things happened in the past
   b. Used V2 and to be 2 (was, were)

   I     ⟶     was

   You
   We      were
   Thy

   He
   She      was
   It

   I
   You
   We
   They      did/didn't
   She
   He
   It

   Didn't            = It is used to negative sentence.
   To Be            = It is used for the sentence that
   haven't verb
   Verb             = It is used for positive sentence

Example:

(+) Subject+Verb2+Object

(-) Subject + Didn't + Verb 1 +Object

(?) Did + Subject + Verb 1 + Object

(+) She bought a book yesterday

(-) She didn't buy a book yesterday

(?) Did she buy a book yesterday

c. Adverb of time used:

1) Yesterday

2) Last night

3) Last week

4) Yesterday after noon

5) An hour ago

6) Three days ago

## V. Metode pembelajaran

1. Pendekatan    : Scientific Approach

2. Methode       : Menyimak, Menulis, latihan.

## VI. Media,Alat,danSumberPembelajaran

1. Media :Buku LKS

2. Alat/Bahan    : Laptop, Loud speaker,  Powerpoint,PapanTulis.

3. Sumber        : Internet

## VII.   Langkah-langkahKegiatanPembelajaran

| Kegiatan | Deskripsi Kegiatan | Alokasi Waktu |
|---|---|---|
| Pendahuluan | a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama ( menghayati ajaran agama)<br>b. Memeriksa kehadiran peserta didik. | 10 menit |

| | | |
|---|---|---|
| | c. Apersepsi. | |
| | d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. | |
| | e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu ). | |
| Kegiatan Inti | **Mengamati**<br><br>• Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana<br><br>• Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana.<br><br>• Siswa membaca untuk memahami berbagai informasi , makna dari pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik.<br><br>**Menanyakan**<br><br>• Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dalam berbagai konteks. | 90 menit |

| | **Mengeksplorasi** | |
|---|---|---|
| | • Siswa membaca contoh-contoh pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana l dari berbagai sumber lain. | |
| | • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur. | |
| | **Mengasosiasi** | |
| | • Dalam kerja kelompok terbimbing siswa menganalisis fungsisosial,struktur teks dan unsur bahasa pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana. | |
| | • Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerjakelompok. | |
| | • Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana. | |
| | , **Mengomunikasikan** | |
| | • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana dengan | |

| | | |
|---|---|---|
| | ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap ada kesempatan.<br><br>• Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atauakan dilakukan untuk mengatasinya. | |
| Penutup | a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu.<br><br>b. Evaluasi dengan melaksanakan test secara lisan.<br><br>c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan:<br>*Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini?*<br><br>d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious). | |

## VIII. Penilaian hasil belajar

1. Sikap Spiritual

   a. Teknik Penilaian :Observasi

   b. Bentuk Instrumen : Lembarobservasi

2. Sikap Sosial

   a. Teknik Penilaian : Observasi

   b. Bentuk Instrumen : Lembar observasi

3. Pengetahuan

   a. Teknik Penilaian

      1) Tes : Lisan

      2) Non Tes : Penugasan kelompok

   b. Bentuk Instrumental

      1) Soal tes lisan

      2) Proyek

4. Keterampilan

   a. Teknik          : Observasi

   b. Bentuk Instrumen : Checklist.

Metro,   March 2021

Teacher                                    Researcher

**Evita Sari, S.Pd**                       **Wiwi Robiatul Adawiyah**
                                           NPM 14122357

# APPENDIX 3

### Instrumen Penilaian Sikap Spiritual

| No | Nama Peserta Didik | Indikator : Berdoa sebelum dan sesudah kegiatan pembelajaran (1 - 4) |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Petunjuk Penskoran :**

**Skor 4** = Baik Sekali ; selalu berdoa dengan sungguh-sungguh

**Skor 3** = Baik; sering berdoa dengan sungguh-sungguh

**Skor 2** = Cukup; kadang-kadang berdoa dengan sungguh-sungguh

**Skor 1** = Kurang ; berdoa dengan tidak sungguh-sungguh

# APPENDIX 4

**Instrumen Penilaian Sikap Sosial**

| No | Peserta Didik | Indikator | | | | | | Jumlah Skor |
|----|---------------|-----------|---|---|---|---|---|-------------|
| | | **Menghargai setiap orang yang ada di kelas** | | | **Menjaga kebersihan lingkungan kelas (1-4)** | **Memelihara hubungan baik dengan teman sekelas** | | |
| | | **Senyum (1-4)** | **Sapa (1-4)** | **Salam (1-4)** | | **Tingkat keramahan (1-4)** | **Tingkat toleransi (1-4)** | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

**Petunjuk Penyekoran :**

      **Skor 1** = Tidak Pernah

      **Skor 2** = Kadang-kadang

      **Skor 3** = Sering

      **Skor 4** = Selalu

**APPENDIX 5**

**1. Model diskusi**

Siswa dikelompokan dengan anggota 4 orang dengan kemampuan Heterogen

- Anggota tim menggunakan lembar kegiatan atau perangkat tugas yang lain.

- Setiap anggota membantu memahami pelajaranRubrik Penilaian Diskusi

| No. | Nama Siswa | Aspek Penilaian | | | | | Jumlah Skor | Nilai | Ket. |
|-----|-----------|---------|-----------|----------|----------|--------|------------|-------|------|
|     |           | Gagasan | Kerjasama | Inisiatif | Keaktifan | Bahasa |            |       |      |
| 1   |           |         |           |          |          |        |            |       |      |
| 4   |           |         |           |          |          |        |            |       |      |
| 3   |           |         |           |          |          |        |            |       |      |
| 4   |           |         |           |          |          |        |            |       |      |
|     |           |         |           |          |          |        |            |       |      |

**KeteranganSkor** : Kriteria Nilai

Baiksekali  = 4      A  = 80 – 100 : Baik Sekali

Baik      = 3      B  = 70 – 79  : Baik

Cukup     = 2      C  = 60 – 69  : Cukup

Kurang    = 1      D  ‹ 60     : Kurang

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} X\ 100$$

**APPENDIX 6**

**Rubrik Penilaian Presentasi**

| No | Nama Siswa | Aspek | | | | | Jumlah Skor | Nilai | K et |
|----|-----------|-------|---|---|---|---|------------|-------|------|
| | | Gagasan | Inisiatif | Kerjasama | Kreatif | Kedisiplinan | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Keterangan Skor:                    Kriteria Nilai

    Baiksekali　　= 4　　　　A　　= 80 – 100　: Baik Sekali

    Baik　　　　= 3　　　　B　　= 70 – 79　　: Baik

    Cukup　　　= 2　　　　C　　= 60 – 69　　: Cukup

    Kurang　　　= 1　　　　D　　= ‹ 60　　　: Kurang Skor perolehan

Nilai=--------------------------------------------------100 Skor maksimal

Metro,　March 2021

Teacher                                    Reseacher

**Evita Sari, S.Pd**                          **Wiwi Robiatul Adawiyah**
NPM 14122357

**APPENDIX 7**

**Data of Sample**

| No | Name | Class | St.Code |
|----|------|-------|---------|
| 1 | Abelia Syahroni | X IPS | AS |
| 2 | Abiyyu Raka W | X IPS | ARW |
| 3 | Adil Pranata | X IPS | AP |
| 4 | Afifah Sayyidah | X IPS | AS |
| 5 | Ahmad Farhan R | X IPS | AFR |
| 6 | Alisya Setyawati | X IPS | AS |
| 7 | Arindi Dwi | X IPS | AD |
| 8 | Bagas khoirul M | X IPS | BKM |
| 9 | Danil Patse | X IPS | DP |
| 10 | Dheo Revanza | X IPS | DR |
| 11 | Dhiva Aulia | X IPS | DA |
| 12 | Dian Nur Aulia | X IPS | DNA |
| 13 | Dini Tria Saputri | X IPS | DTS |
| 14 | Fajari Khasbari | X IPS | FK |
| 15 | Graselia Marcela | X IPS | GM |
| 16 | Heri Irawan | X IPS | HI |
| 17 | Iqbal Hari | X IPS | IH |
| 18 | Istianita Zahra | X IPS | IZ |
| 19 | Kafka Navisha | X IPS | KN |
| 20 | Kamilia Rosyidah | X IPS | KR |
| 21 | M. Fuad Muzaki | X IPS | MFM |
| 22 | M. Ikhsan | X IPS | MI |
| 23 | Mahfud Farhan | X IPS | MF |
| 24 | Mardiah | X IPS | MR |
| 25 | Marendra | X IPS | MRD |
| 26 | M. Misbahul Munir | X IPS | MMH |
| 27 | M. Zakky | X IPS | MZ |
| 28 | Nisa Nur Jannah | X IPS | NNJ |
| 29 | Salsabila Aryanti | X IPS | SA |
| 30 | Wahyu Jaya K | X IPS | WJK |
| 31 | Wiji Astuti | X IPS | WA |

**APPENDIX 8**

**Classification Of The Errors Committed By Each Student**

| No | St.code | Omission | Addition | Miss-Formation | Miss-Ordering | Errors |
|---|---|---|---|---|---|---|
| 1 | AS | 0 | 0 | 5 | 1 | 6 |
| 2 | ARW | 3 | 1 | 2 | 2 | 8 |
| 3 | AP | 0 | 0 | 1 | 0 | 1 |
| 4 | AS | 2 | 0 | 2 | 1 | 5 |
| 5 | AFR | 2 | 1 | 3 | 2 | 8 |
| 6 | AS | 0 | 0 | 3 | 1 | 4 |
| 7 | AD | 2 | 1 | 3 | 0 | 6 |
| 8 | BKM | 1 | 1 | 2 | 1 | 5 |
| 9 | DP | 1 | 1 | 2 | 1 | 5 |
| 10 | DR | 1 | 2 | 3 | 1 | 7 |
| 11 | DA | 0 | 0 | 5 | 1 | 6 |
| 12 | DNA | 0 | 1 | 3 | 1 | 5 |
| 13 | DTS | 0 | 1 | 3 | 0 | 4 |
| 14 | FK | 2 | 1 | 3 | 1 | 7 |
| 15 | GM | 1 | 0 | 5 | 1 | 7 |
| 16 | HI | 2 | 0 | 2 | 0 | 4 |
| 17 | IH | 2 | 0 | 5 | 1 | 8 |
| 18 | IZ | 0 | 1 | 3 | 2 | 6 |
| 19 | KN | 2 | 0 | 3 | 1 | 8 |
| 20 | KR | 3 | 1 | 4 | 2 | 10 |
| 21 | MFM | 0 | 0 | 0 | 0 | 0 |
| 22 | MI | 2 | 2 | 4 | 0 | 8 |
| 23 | MF | 0 | 1 | 7 | 0 | 8 |
| 24 | MR | 1 | 1 | 5 | 0 | 7 |
| 25 | MRD | 1 | 1 | 6 | 0 | 8 |
| 26 | MMH | 2 | 0 | 6 | 2 | 10 |
| 27 | MZ | 1 | 1 | 6 | 0 | 8 |
| 28 | NNJ | 1 | 1 | 3 | 0 | 5 |
| 29 | SA | 0 | 0 | 4 | 1 | 5 |
| 30 | WJK | 2 | 0 | 2 | 1 | 5 |
| 31 | WA | 0 | 0 | 0 | 0 | 0 |
| ∑ Errors | | 34 | 19 | 107 | 24 | 184 |

**APPENDIX 9**

### The Calculation Of The Percentage Of The Error Types
### The formula that used in this research:

$$P = \frac{F}{N} \; x \; 100 \; \%$$

P  : The Presentation of Errors

F  : The Total Number of Errors

N  : The Total Number of the sentences

1. **Omission Error**

   P = 34/184 x 100%

    = 0,1850 x 100%

    = 18,49 %

   **The percentage of Omission error is 18,47 %**

2. **Addition Error**

   P = 19/184 x 100%

    = 0,1032 x 100%

    = 10,32 %

   **The percentage of Addition Error is 10,32 %**

3. **Mis-Formation Error**

   P = 107/184 x 100%

    = 0,5815 x 100%

    = 58,15%

   **The percentage of Miss-Formation is 58,15%**

4. **Miss-Ordering**

   P = 24/184x 100%

    = 0,1304 x 100%

    = 13,04 %

   **The percentage of Miss-Ordering is 13,04%**

**APPENDIX 10**

**The Correction of The Errors Found In Recount Writing**

| No | St.cod | Identification of error | Corrections | Type of error |
|----|--------|------------------------|-------------|---------------|
| 1 | AS | - That *is* at Jati Jajar gave.<br>- We *do* study tour.<br>- *I and my friends* many selfies<br>- Four *bus.*<br>- We *visit* Kraton Yogya. | - That *was* at Jati Jajat gave.<br>- We *did* study tour.<br>- *My friends and I took* many selfies.<br>- Four *buses.*<br>- We *visited* Kraton Yogya. | - Mf<br>- Mf<br>- Mo & Mf<br>- Mf<br>- Mf |
| 2 | ARW | - *Me* and my family *go* to Sari Ringgun.<br>- There, I *to swim*.<br>- I very happy.<br>- Happy meet her. | - *My family and I went* to Sari Ringgun.<br>- There, I *swam.*<br>- I *was* very happy.<br>- Happy *to* meet her | - Mo, Mf, Mf<br>- Add, Mf<br>- Om<br>- Om |
| 3 | AP | - I go to the information. | - I *went* to the information. | - Mf |
| 4 | AS | - Six elementary school.<br>- *Came contest day.*<br>- My elementary school *get* winner.<br>- We brought the cup to *we* teacher.<br>- Teachers happy. | - Six *of* elementary school.<br>- *Contest day came.*<br>- My elementary school *got* the winner.<br>- We brought the cup to *our* teacher.<br>- Teachers *were* happy. | - Om<br>- Mo<br>- Mf<br>- Mf<br>- Om |

| 5 | AFR | - When holidays *my family and I*. | - When holidays *came* I and my family. | - Om, Mo |
| | | - I so *happiness*. | - I *was* so *happy*. | - Om, Mf |
| | | - I *can to* go. | - I *could* go. | - Mf, Add |
| | | - We in there. | - We *were* there. | - Mf , Add, Mf |
| 6 | AS | - I and my family. | - My family and I. | - Mo |
| | | - My family and I *very enjoy.* | - My family and I *really enjoyed.* | - Mf |
| | | - We *go* home. | - We *went* home. | - Mf |
| | | - That *is* my experience. | - This *was* my experience. | - Mf |
| 7 | AD | - We conversation. | - We *made* conversation. | - Om |
| | | - In night idul fitri. | - In the night *of* idul fitri. | - Om |
| | | - Someone looked *we* falling. | - Someone looked *us* falling. | - Mf |
| | | - I *am ride.* | - I *road.* | - Add,Mf |
| | | - To help *we.* | - To help *us.* | - Mf |
| 8 | BKM | - I *am* followed. | - I followed. | - Add |
| | | - Contest public speaking. | - Public speaking contest. | - Mo |
| | | - I *get* winner. | - I *got* winner. | - Mf |
| | | - We very happy. | - We *were* very happy. | - Om |
| | | - I *don't* forget. | - I *didn't* forget. | - Mf |
| 9 | DP | - My experience very sad. | - My experience *was* very sad. | - Om |

|    |     | - I *am* not visit. | - I *didn't* visit. | - Mf |
|----|-----|---------------------|---------------------|------|
|    |     | - I *am* strong. | - I *was* strong. | - Mf |
|    |     | - In agenda yesterday. | - In past agenda. | - Mo |
|    |     | - I *am* worked. | - I worked. | - Add |
| 10 | DR  | - In month yesterday. | - In past month. | - Mo |
|    |     | - I *am fall.* | - I fell. | - Mf |
|    |     | - My mother *go* to here. | - My mother *went* to here. | - Mf |
|    |     | - My friend *until* in front of my home. | - My friend in front of my home. | - Add |
|    |     | - We *are* played. | - We played. | - Add |
|    |     | - I *am* with my friend. | - I was with my friend. | - Mf |
|    |     | - My mom nothing. | - My mom *was* nothing. | - Om |
| 11 | DA  | - There *is* man. | - There *was* man. | - Mf |
|    |     | - Man unfamiliar. | - Unfamiliar man. | - Mo |
|    |     | - *He* face *is* flat | - His face was flat. | - Mf, mf |
|    |     | - Full *with* blood | - Full *of* blood. | - Mf |
|    |     | - Left *he* | - Left *him.* | - Mf |
| 12 | DNA | - I *enter* in Senior High School. | - I *entered* in Senior High School. | - Mf |
|    |     | - I *am* felt. | - I felt. | - Add |
|    |     | - Class *is* conversation. | - Class *of* conversation. | - Mo |

| | | | | |
|---|---|---|---|---|
| | | - **Her** name i**s** Mr.sulis | - His name was Mr. sulis. | - Mf, mf |
| 13 | DTS | - He **has** two dog. | - He had two **dogs.** | - Mf, mf |
| | | - The dog **the** stopped. | - The dog stopped. | - Add |
| | | - I'm scared. | - I was scared. | - Mf |
| 14 | FK | - My beloved parents **attend.** | - My beloved parents **attended.** | - Mf |
| | | - I **am** and my friends. | - My friends and I. | - Add, Mo |
| | | - We *take* picture. | - We **took** picture. | - Mf |
| | | - I **meet** my parents. | - I **met** my parents. | - Mf |
| | | - They **not** forget give me advice. | - They **didn't** forget **to** give me advice. | - Om,om |
| 15 | GM | - I and my friends. | - My friends and I. | - Mo |
| | | - We **have** plan. | - We had a plan. | - Mf, Om |
| | | - One **people look** for wood. | - One person looked for wood. | - Mf,Mf |
| | | - Than we **eat.** | - We **ate.** | - Mf |
| | | - We happy | - We **were** happy. | - Mf |
| 16 | HI | - It **is** PSHT. | - It **was** PSHT | - Mf |
| | | - He like a Ninja. | - He **was** like a Ninja. | - Om |
| | | - Very hard. | - **It was** very hard. | - Om |
| | | - Very good in **fight.** | - Incredible in **fighting.** | - Mf |
| 17 | IH | - My experience the first. | - My first experience. | - Mo |

| | | | | | |
|---|---|---|---|---|---|
| | | - Before *enter* in boarding school. | - Before *entering* in boarding school. | - Mf | |
| | | - I *pray* to Allah. | - I *prayed* to Allah. | - Mf | |
| | | - I not alone. | - I *was* not alone. | - Om | |
| | | - We *come* registration place. | - We *came to* registration place. | - Mf, om | |
| | | - The committee *give I.* | - The committee *gave me.* | - Mf, mf | |
| 18 | IZ | - I *am* with my family. | - My family and I. | - Add, Mo | |
| | | - That place near from my place. | - That place *was* near from my place. | - Mf | |
| | | - Destination the new. | - The new destination. | - Mo | |
| | | - I *see* wonderful place. | - I *saw* wonderful view. | - Mf | |
| | | - It Kampoeng Vietnam. | - It *was* Kampoeng Vietnam. | - Mf | |
| 19 | KN | - We *going* the beach. | - We *went to* the beach. | - Mf, Om | |
| | | - I *think .* | - I *thought.* | - Mf | |
| | | - The way *is* near. | - The way *was* near. | - Mf | |
| | | - I mistake. | - I *had a* mistake. | - Om | |
| | | - It *is* very far. | - It *was* very far. | - Mf | |
| | | - We *eaten* at 13.00 PM. | - We *ate* at 13.00 PM. | - Mf | |
| | | - A tree coconut. | - A coconut tree. | - Mo | |
| 20 | KR | - I *ever goes* to Jakarta. | - I *went* to Jakarta. | - Mf, add | |
| | | - Happy and glad. | - We *were* happy and glad. | - Om | |

|  |  |  |  |
|---|---|---|---|
|  |  | - Aunty home. | - Aunt*'s* home. | - Om |
|  |  | - *Me* and my family stay. | - My family and *I stayed.* | - Mf, mo,mf |
|  |  | - there very much game. | - there *was* very much games. | - Om |
|  |  | - Game fantastic. | - Fantastic game. | - Mo |
|  |  | - I *meet* with tourist. | - I *met* with tourist. | - Mf |
| 21 | MFM | - | - | - |
| 22 | MI | - I *go* to Boarding School. | - I *went* to Boarding school. | - Mf |
|  |  | - That time. | - *At* that time. | - Om |
|  |  | - I *am study.* | - I *studied.* | - Add, Mf |
|  |  | - All must alone. | - All must *be* alone. | - Om |
|  |  | - I *feel enjoy.* | - I enjoyed. | - Add, Mf |
|  |  | - I *get* new friends. | - I got new friends. | - Mf |
| 23 | MF | - At *date* 17th march 2017. | - At 17th march 2017. | - Add |
|  |  | - My family and I *traveling.* | - My family and I *traveled*. | - Mf |
|  |  | - Bogor *is* a place my grandparents. | - Bogor *was* a place *of* my grandparents. | - Mf, Mf |
|  |  | - Many people *make* it *for they* destination. | - Many people *made* it *as their* destination. | - Mf, Mf,Mf |
|  |  | - We *will* look. | - We *would* look. | - Mf |
| 24 | MR | - I *have a* experience. | - I had an experience. | - Mf, Mf |
|  |  | - My aunty *have* a pat. | - My aunty *had* a pat. | - Mf |

| | | | | |
|---|---|---|---|---|
| | | - It *is* cat. | - It *was* cat. | - Mf |
| | | - My aunty's pat *the* name. | - My aunty's pat name. | - Add |
| | | - I *not* have a cat. | - I *didn't* have a cat. | - Om |
| | | - Manis *is* men. | - Manis *was* men. | - Mf |
| 25 | MRD | - I *come* in some place. | - I *came* in place. | - Mf ,Add |
| | | - Where I *start* my *live* destiny. | - Where I *started* my *life* destiny. | - Mf,Mf |
| | | - All I *do* alone. | - All I *did by my self.* | - Mf |
| | | - I *find* friends. | - I *found* many friends. | - Mf, Om |
| | | - I *change* my bad habit. | - I *changed* my bad habit. | - Mf |
| 26 | MMH | - I *ever goes* holiday. | - I *went* to holiday. | - Mf |
| | | - Me and *my sister.* | - My sister and *I.* | - Mf, Mo |
| | | - We shared story about experience *we are* in school. | - We shared story about *our* experience in school. | - Mf, Mo |
| | | - My mother *look we.* | - My mother *looked at us.* | - Mf, Om |
| | | - We *play* make castle from sand. | - We *played for making* castle from sand. | - Mf, Om, Mf |
| 27 | MZ | - We *are goes* at 06.00. | - We *went* at 06.00 | - Mf |
| | | - And *until* beach at 11.50. | - And *arrived* to the beach at 11.50. | - Mf |
| | | - We *are to* climb. | - We climbed. | - Mf |
| | | - Very happy. | - We *were* happy. | - Mf, Om |
| | | - I *feel* annoyed. | - I *was* annoyed. | - Mf |

| | | | | | |
|---|---|---|---|---|---|
| | | - To transmart for *buy* have a meal. | - To transmart for *buying* a food. | - Mf, Add |
| 28 | NNJ | - I want to tell you *are* about. | - I would like to tell you about. | - Add |
| | | - This *is* all about him. | - This *was* all about him. | - Mf |
| | | - *Him* always *smile.* | - He always *smiled.* | - Mf |
| | | - I ever *think.* | - I ever *thought.* | - Mf |
| | | - My story have a happy ending. | - My story *would* have a happy ending. | - Om |
| 29 | SA | - I *do* national examination. | - I *did* national examination. | - Mf |
| | | - I and my family. | - My family and I. | - Mo |
| | | - We *feel.* | - We *felt.* | - Mf |
| | | - The question *is* very easy. | - The question *was* very easy. | - Mf |
| | | - One hour for *sleep.* | - One hour for *sleeping.* | - Mf |
| 30 | WJK | - In here very much *experience.* | - In here, there *was* very much *experiences.* | - Om, Mf |
| | | - I *feeling.* | - I *felt.* | - Mf |
| | | - For happy my parents and my teacher. | - For making my parents and my teacher happy. | - Om, Mo |
| 31 | WA | - | - | - |

# Students' sheets

1

My experiences udy Tour In Yogyakarta.
On 16th December 2016 MTs N 1 Pringsewu
do study tour in DI Yogyakarta when in the
second class of junior high school. We are
visited places tour in Yogyakarta
that is jati jajar cave, borobudur temple,
prambanan temple, kraton Yogya, taman
pintar, malioboro market, and paragtritis
beach. We are used four buses
We are go to study tour at 08.00 am
and till bangkauheni port at 13.00 pm
and till merak port Banten at 15.00 pm.

The first place tour than visting
that is jati jajar cave, be there have many
coviction about worder's in the jati jajar
cave. After that we are go to borobudur
temple, in the borobudur temple I and
My friend many selfies and after that
we are shopping in borobudur market.
with my friends and teachers. After that
we are go to homestay. Next to
trip to prambanan temple be there.
there is roro jongrang image and
many temples, and from prambanan temple

(9)

My experience in the beach

One day I and my family going in to
the beach last month in Decem. we
we going with the beach at morning after
prayer. Subuh prayer. I think the way is
Near but I misake it's Very fear untic
make our tireden.

at morning we very happy but at
afternoon we feat hungry&tired, we going
to beach Use a car. So we stop in
Restourant padang so we eaten at 13.00 pm
and then we are prayer in mosque Istiqlal
near with restourant. Soo we continue
our way to beach Sari Ringgung and I
sleep.

I wake up, we have come in
Destination, I Very happy, I look
wonderful is so beutiful, and then I take
a photo with my family and so we are
Sitting an carpet under a free coconout
at evening. We has been looked Sun
Rise.

## My Experience :

I want to tell about my Experience go to boarding school time.

Two Tears ago at 29th Juny 2018

Frist time I go to boarding school.

At that time I far from my mother and my father.

But in boarding school I'm study what that to stand alone. In boarding school all must alone take a bath alone, eat alone, and all alone,

But In boarding school I feel enjoy and happy because here I get new friends I feel so happy here.

## _ My Experience _

I want to tell My Experience Two year's ago moment
I come in Islamic boarding school Roudlotul
Qur'an

Two year's ago. I come in some place where
I strate My live destiny, I study wher all I do alone
But I find Friends always support My days, They were
Always Pastion reflect an image show my atitude,
In here olso I change my bad Habiet in home, We
reflect an image show we days Together, Eat together
Sleep Together, all we do Together. I'm so
Excited.

— «( My exporience )» —

I ever goes holiday to muttun beach
with my family, We are goes to beach at
07.00 and We are until over there at 10.00.
In long way, me and my Sister and
my brother moment Story about exporience
We are in School) We are story Very happy
until We are not feel If weare finish until
beach, after that We are live run go to
beach. myMOther look we are untü laught
before my mother and family go to
looking pleace break.

After until In beach. I and my Sister
and my brother Pluy make castle from
Sand and after we are feel tired we are
break and prepare for go to home.

**SURAT KETERANGAN BEBAS PUSTAKA**
**Nomor : P-225/In.28/S/U.1/OT.01/03/2021**

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

| | | |
|---|---|---|
| Nama | : | Wiwi Robiatul Adawiyah |
| NPM | : | 14122357 |
| Fakultas / Jurusan | : | Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris |

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 14122357

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Maret 2021
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP.195808311981031001

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Wiwi Robiatul Adawiyah

NPM : 14122357

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul

Teaching Drama 11-18

Metro,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**
NIP. 19750610 200801 1 014

# 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-0810/In.28/D.1/TL.00/03/2021
Lampiran : -
Perihal    : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA TMI ROUDLOTUL
QURAN METRO
di-
     Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0809/In.28/D.1/TL.01/03/2021, tanggal 29 Maret 2021 atas nama saudara:

Nama        : **WIWI ROBIATUL ADAW IYAH**
NPM         : 14122357
Semester   : 14 (Empat Belas)
Jurusan     : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA TMI ROUDLOTUL QURAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS IN USING PAST TENSE AND PERSONAL PRONOUN IN THE STUDENT WRITING OF RECOUNT TEXT AMONG THE FIRST GRADERS STUDENTS OF SMA TMI ROUDLOTUL QURAN IN THE ACADEMIC YEAR OF 2020/2021".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 Maret 2021
Wakil Dekan Akademik dan Kelembagaan,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

# 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

# SURAT TUGAS
Nomor: B-0809/In.28/D.1/TL.01/03/2021

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

| | | |
|---|---|---|
| Nama | : | **WIWI ROBIATUL ADAW IYAH** |
| NPM | : | 14122357 |
| Semester | : | 14 (Empat Belas) |
| Jurusan | : | Pendidikan Bahasa Inggris |

Untuk :

1. Mengadakan observasi/survey di SMA TMI ROUDLOTUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS IN USING PAST TENSE AND PERSONAL PRONOUN IN THE STUDENT WRITING OF RECOUNT TEXT AMONG THE FIRST GRADERS STUDENTS OF SMA TMI ROUDLOTUL QURAN IN THE ACADEMIC YEAR OF 2020/2021".

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    : 29 Maret 2021

Mengetahui,
Pejabat Setempat

NGALIMAN, S.H.I.

Wakil Dekan Akademik dan Kelembagaan,

**Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003

تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي
**SMAS TMI ROUDLATUL QUR'AN**
**TERAKREDITASI TIPE B**
NSS:    302126103017              NPSN: 10809701
Jl. Mukti Praja Mulyojati 16 B Tlp. (0725) 7855119 Kota Metro, email : sma_tmi_mtr@yahoo.com
blog: smatmimetro.blogspot.com

Metro,  30 Maret 2021

Nomor     : 453/SMA-162/SPn/IV/2021
Lampiran  : -
Perihal   : **Balasan Izin Penelitian**

Kepada
Yth       : Rektor Institut Agama Islam Negeri Metro
            Di-
                Tempat

*Assalamu'alaikum Wr. Wb*

Salam silaturrahmi kami sampaikan, semoga kita semua selalu dalam lindungan Allah SWT.Amin.

Berdasarkan surat Lembaga Pendidikan Institut Agama Islam Negeri (IAIN) Metro Nomor : B-0810/In.28/D.1/TL.00/03/2021 tentang Izin Riset/Penelitian.

Dengan ini Kepala Sekolah Menengah Atas Swasta (SMAS) TMI Roudlatul Qur'an menerangkan bahwa :

Nama           : WIWI ROBIATUL ADAWIYAH
NPM            : 14122357
Program Study  : Pendidikan Bahasa Inggris
Fakultas       : Tarbiyah dan Ilmu Keguruan
Judul          : *"AN ERROR ANALYSIS IN USING PAST TENSE AND PERSONAL*
                 *PRONOUN IN THE STUDENT WRITING OF RECOUNT TEXT*
                 *AMONG THE FIRST GRADERS STUDENTS OF SMAS TMI*
                 *ROUDLATUL QUR'AN IN THE ACADEMIC  YEAR OF 2020/2021"*

Telah melaksanakan riset/penelitian dalam rangka penyusunan skripsi di SMAS TMI Roudlatul Qur'an Kota Metro.

Demikian surat izin  ini dibuat dan dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum, Wr.Wb*

Kepala Sekolah
SMAS TMI Roudlatul Qur'an

 GALIMAN, S.H.I
NIP

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

Nama : Wiwi Robiatul Adawiyah     Jurusan    :TBI

NPM : 1422357                     Semester    : XIV

| No | Hari/ Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda tangan mahasiswa |
|----|----|----|----|----|----|
| 1. | 08/03/2021 | | ✓ | - Tambah form Pengumpul data<br>- Student's sheet<br>- Absen hadir | |
| 2. | Senin 15/03/2021 | | ✓ | Acc App | |

Mengehtahui

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**

NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**

NIP. 197608142009122004

## KEMENTERIAN AGAMA
### INSTITUT AGAMA ISLAM NEGERI METRO
### FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : Wiwi Robiatul Adawiyah  
NPM : 14122357  
Jurusan : TBI  
Semester : XIV/2021

| No | Hari/Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-------------|-----------|----------------------------|------------------------|
| 1. | Kamis 18/3 -21 | ✓ | Acc APD | |

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Umi Yawisah, M.Hum**  
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### KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
### FAKULTAS TARBIYAH DAN ILMU KEGURUAN
### IAIN METRO

Nama : Wiwi Robiatul Adawiyah      Jurusan : TBI
NPM : 14122357      Semester : XIV/2021

| No | Hari/Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|---|
| 1. | Kamis, 8-April-2021 | 1 | Acc for munaqosyah | |

Mengetahui,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Umi Yawisah, M.Hum**
NIP. 19620424 199903 2 001

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

Nama : Wiwi Robiatul Adawiyah          Jurusan : TBI
NPM : 14122357                          Semester : XIV/2021

| No | Hari/Tanggal | Pembimbing I | Pembimbing II | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------|--------------|---------------|------------------------------|------------------------|
| 1. | senin, 2 maret, 2021 | | ✓ | Revise chapter iv & v | |
| 2. | senin, 29, maret, 2021 | | ✓ | Revise Technique collecting Data. | |
| 3. | Sabtu, 03, April, 2021 | | ✓ | Acc anf continue to the first sponsor. | |

Mengetahui,
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum.**
NIP. 19760814 200912 2 004

## CURRICULUM VITAE

My name is Wiwi Robiatul Adawiyah. I was born in Subang on 8th July 1995, and live in Pondok Pesantren Roudlotul Qur'an, Mulyojai 16b, Metro Barat, Kota Metro. I'm the first one of third siblings.

I took my elementary School at MI-Al islamiyah, Subang and Junior High School at MTS Darul Hikam Binong. Having Graduate of Junior High School, I continued my study on Senior High School Of TMI Roudlotul Qur'an Metro and was finished in 2012. After graduating from it, I continued to have lecture in S – 1 English Education at IAIN Metro.