

II. FRAME OF THEORIES

This research is concerned with the analysis of grammatical errors in writing recount text, so there are some concepts of theories related to this research, such as concept of grammar, concept of error, concept of error analysis, classification of errors, concept of surface strategy taxonomy, concept of developmental category, concept of writing skills, concept of learning writing in English, concept of text, recount text.

2.1 Concept of Grammar

Literally, grammar is defined as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also described as the department of the study of a language which deals with its inflectional forms or other means of indicating the relations of words in the sentence, and with the rules for employing these in the accordance with the established usage; usually including also the department which deals with the phonetic system of the language and the principles of its representation in writing. Furthermore, Trask (1999:110) has mentioned that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this. Then, Brown (2001: 362) illustrates

grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence.

The cited definitions above basically have the same meaning that grammar is defined as a system of rules that covers morphology, syntax phonology, and semantic, for example she **sleep** at 10 every night. This sentence is ungrammatical because the verb must be *sleeps*. It should have morpheme –s because the sentence is in form of the simple present tense. So morphology is very important here.

Every language has a grammar; indeed, every language has a lot of grammatical rules. The function of the grammar of a language is to specify which word sequences are, and which are not, in the infinite set of its sentences. The ideal envisioned here is that grammar is the description of a language by means of a **general definition of 'sentence' in that language (Burton-Robert, 1999: 295-296).**

Grammar existence is very important because languages are described into two ways. The first is by general rules that state the regularities or system of the language and are called its grammar, for example, English verb from their past tense by adding the ending –*ed*. Then the second is by a list of irregularities that states idiosyncratic facts about the words of the language and is called its lexicon, for instance, *loose* and *unloose* both mean 'to set free'.

In relation with students' grammatical errors, Hendrikson (1979 : 7-8) suggested that errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one.

Grammatical error means that something is wrong in the grammar. In addition, grammatical error is anything where a sentence is structured incorrectly.

Therefore, the first language can interfere learners in the process of the second language. In addition the writer just focused on surface strategy taxonomy, it is because the writer would like to see the errors with more highlight the ways surface structures are altered in systematic and specific ways.

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so the sound system and how to combine words or phrases of any language will not be the same as other language in the world. It is clear that our aim in teaching grammar should be to ensure that students are communicatively efficient with the grammar they have at their level. Since knowledge of grammar is essential for competent users of language, it is clearly necessary for the students.

Therefore, grammar which is taken into account in this research is concerned with the use of tenses, particularly with the changes of the verb forms.

2.1.1 Tenses in English

Morphological components, especially in inflection, deal with the verbs changes concerning with the time used in the sentence. The word tense stands for a verb or a series of verbs forms used to express time relation. Tense may indicate whether an action activity, or state is in the past, present or future. Carino (1980:156) highlights that in addition showing actions or linking the subject and the

predicate, verbs have different forms to show the time a sentence refers to. These forms are called the tenses of the verb. The basic verb tenses are the present, past and future, but there are other tenses to mark more complex relationships of action and time, among them is the present perfect tense.

As the focus of this study is to investigate students' grammar errors in writing, the students were expected to be able to use the English tenses correctly. The students who had learned how to write a recount text, would be asked to write one; yet, the focus of the assessment was not on how the text was composed, but on the grammar they used, the researcher attempts to limit the types of tenses used which the verbs are thoroughly have the inflectional forms such as -ed ended, in past tense form. And further explanations are as follows:

2.1.2 Concept of Simple Past Tense

Simple Past indicates that an activity or situation began and ended at a particular time in the past (Azar, 1989).

The simple past describes an event that took place and was completed at a definite time in the past. Expressions of the time such as a week/ month/ year ago, yesterday, indicate the simple past, e.g.:

- a. We *went* to the beach *yesterday*.
- b. I *did not come* to your wedding party because I was sick *last two days*.

Simple past tense performs the following functions:

- a. Represent something that was recurrent, habitual or general truth in the past, e.g.:

- In the middle ages, people believed that the flat was flat.
- They had breakfast at 07.00 in those days.

b. Represent an activity or occurrence on one particular occasion, but viewed retrospectively, e.g.:

- As he entered the room, he took his hat.
- The train arrived five minutes late.

c. Represent an activity which is though progressive in nature viewed in its entirety, after its completion, e.g.:

- She climbed the stairs very slowly.
- I slept for three hours.

d. Express activities that existed or occurred over a period of time in the past, e.g.:

- During the vacation, the students went on a camping trip.
- I heard the doctors working all along the day.

e. Express activities that existed or occurred an interval in part time, e.g.:

- He seldom felt lonesome while he was traveling.
- His uncle rode a horse to school everyday when he was a child.

Seeing the examples above, the verbs used in this tense are in past form (verb II).

Briefly, the arrangement of the positive sentences can be formulated as Subject + Verb form II + Complement. The complement could be as an adverb of place, an adverb of time, adjective or an object as a noun or could be also a combination between some of them, object as a noun + adjective, or object as a noun + adverb of time, and etc, e.g.:

- a. I wrote a letter this morning.
- b. Betty came here yesterday.

The negative form of this simple past tense is formed by 'did not (didn't)' placed after subject and followed by infinitive, e.g.:

- a. They did not go to Jakarta yesterday.
- b. She did not cut her hair this morning.

In other words, the arrangement of the sentences above can be formulated as Subject + Auxiliary of Did + not + Verb Form I + Complement. The complement could be as an adverb of place, adjective or an object as a noun or could be also a combination between some of them, object as a noun + adjective, or object as a noun + adverb of time, and etc.

Placing the auxiliary 'did' in the beginning of the sentence forms the interrogative form of this simple past tense, e.g.:

- a. Did they play volley Ball last play?
- b. Did she cut her hair this morning?

Clearly, the arrangement of the sentences above can be formulated as The Auxiliary of Did + Subject + Verb Form I + Complement. The complement could be as an adverb of place, adjective or an object as a noun or could be also a combination between some of them, object as a noun + adjective, or object as a noun + adverb of time, and etc.

According to Haiyen, Pilgrim and Haged (1956: 61), the past form all of all regular verbs are formed by adding 'd' and 'ed' to simple form of verb.

1. The ending 'd' is added when the simple form ends in 'e' or 'ee'. e.g.:

- Betty liked durian very much.

The word liked is from like, it changes into liked the verb form needed in the sentence that show something happened in the past is the verb form of Verb II.

2. The ending 'ed' is added to all other verbs. the following are changes of spelling of regular verbs.

a. Final 'v'. preceded by a constant. is changed to 'i' adding 'ed'. e.g.:

- The word *try* changes into *tried*
- The word *study* changes into *studied*.

b. Final consonant letter (except h, w, x, y) preceded by a single vowel letter, is doubled in words of one syllable, e.g.:

- The word *stop* changes into *stooped*
- The word *beg* changes into *begged*

c. Final consonant letter (except h, w, x, y) preceded by a single letter, is doubled in words accented on the last syllable, e.g.:

- The word *permit* changes into *permitted*
- The word *occur* changes into *occurred*

Based on the examples of regular verbs above, it can be definite that regular verbs are the verbs that are formed into past formed and pat participle form by adding 'd' or 'ed' after infinitive. By contrast, irregular verbs are formed into past and past participle form not by adding 'd' or 'ed' after infinitive. but they have certain

form past participle. As in the word of 'go' changes into 'went' when it is a past form and become 'gone' when it is a form of participle.

This simple past tense form is indeed simple to make. Simply adding 'ed' morpheme on its infinitive can easily form the past tense verb. However, it is impossible to do this on the irregular verbs. Therefore, the students may say, for example: 'I buved a new dress vesterdav'.

2.2 Concept of Error

The different system of language could make learners to make errors and mistakes. In order to analyze learners' errors in learning a foreign language, it is too crucial to make a distinction between mistake and errors. We often use the term "mistake and error" both in written and spoken forms. Lexically, error means something done wrong or mistake. This statement means that an error includes mistake, or in other words, they can be used interchangeably. Theoretically, error is caused by the lack of knowledge of the language rules, while mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factors. Therefore, if one person produces a sentence incorrectly, and he or she does not know how to correct it, he or she made an error, not mistake. In other words the difference between error and mistake is that error is ungrammatical utterances which refer to the language competence while mistake is imperfectness of utterances which refers to language performance (Dulay et. al 1982).

Like any human being, foreign language learning is inseparable from making errors. When learning a foreign language it is considered quite natural for

students to make errors in language translation where the two are incompatible that is unequal or unique from one to another in terms of grammar, vocabulary, and pronunciation. In this research, grammatically incorrect sentences will be the main focus to be analyzed.

Error analysis have played an important role in the study of language acquisition in general and in examining second and foreign language in particular. Most researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974).

Tarigan (1988) explains that students make errors when they produce sentences or arranges sentences ungrammatically due to their lack of knowledge. They do not know the system of language but when students divide their construction, they make mistake. The distinction between performance or competence errors is extremely important, but it is often difficult to determine the nature of deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors.

The learners often make errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As result, they write sentences ungrammatically. Actually, ungrammatical errors have great influence when the learners write sentences. That can be influenced by the first language which is different from the second language in written form.

Furthermore, Hendrikson (1979:5) states that students cannot learn in the class without knowing an error is made, either by him or by somebody else. Therefore,

it is crucial for all English teacher to know their students' errors in order to minimize those errors. In addition, Pateda (1989:35) says that error analysis can help the teacher to find out the types of students' errors, the sources and the causes.

2.3 Concept of Error Analysis

Error, although it is inseparable from the process of language learning, still important to be treated in order to help the learners to eliminate their errors production. To prepare the most appropriate treatment to be given, initially teachers need to know specifically about the students' error. In this case the teacher should make a careful study on it. And the most common way used to study the error is through what we call "Error Analysis"

Ellis (1986:296) defines error analysis as a work procedure used by the researcher or language teacher, by describing, classifying and evaluating errors. Brown (1980:166) support this idea by stating the fact that the learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the errors led to a surge of the learners' errors called error analysis. Based on Brown's statement, it can be concluded that error analysis is procedure used to study the observable errors that the learners make by describing, classifying and evaluating about students' error. The procedure of error checking are: firstly, underlining the errors items. Secondly, signifying the errors items. Try to assess the students' errors in number of omission, addition, misformation, substitution and misordering for the technique of describing.

According to Corder (1981:89) error analysis can serve the major function that is to investigate the language learning process and to judge whether it necessary or not for the teacher to have remedial teaching. The result of error analysis can be useful for the teacher to identify the progress of language learning that shows how far the students' can master the language they are learning. Moreover it can be used to guide the remedial action; it informs which language area should be emphasized in the remedial action.

In this research, the researcher analyzed the errors produced by the first year students' of SMA Negeri 13 bandar Lampung. especially the students' grammatical errors in recount text writing recognized from the writing they did.

2.3.1 Function of Errors Analysis

The error analysis has two functions:

1. As theoretical function

To describe the learners' knowledge of the target language at any particular moment in his learning career in order to relate this knowledge to the teaching he had already given.

2. As practical function

To guide the remedial action we must correct unsatisfactory state of affairs for learner or teacher. Corder (1981:45) states that the theoretical aspect of error analysis is part of the methodology of investigating the language learning process, whereas the practical aspect of error analysis is its function in guiding

the remedial action that should be taken to correct unsatisfactory state of affairs for learners of teachers.

From the statement above, the researcher concludes that the theoretical function of error analysis can be used as the way to investigate whether or not the teacher should do remedial action in the teaching learning process. It is because error analysis will show which materials have already been mastered by the students and which of those have not been mastered yet.

2.3.2 Step in Error Analysis

According to Abbot (1981:218), "the process of error analysis is divided into 5 stages: (1) recognition, (2) interpretation, (3) reconstruction, (4) classification, (5) explanation".

1. Recognition

In many cases what is regarded as an error depends on what standard of performance is considered to be acceptable. This will obviously vary according to circumstances, and will take into account factors such as the standard being aimed at; the stage in the course; the age, ability, motivation, etc. of the students ; the amount of time available; and a realistic assessment of the possibilities of improving performance in that time.

2. Interpretation

Interpretation is central to the whole process, because our interpretation of what we think the student meant may determine whether we recognize an error at all, and will certainly determine our reconstructing.

3. Reconstruction

(1) It is sometimes necessary to differentiate between (a) what a native speaker would have produced in the same context and (b) what the learner was trying to produce, i.e. the English forms he was aiming at what but getting wrong. (2) The most obvious reconstruction to the teacher, especially the native-English-speaker, is not necessarily the version at which the students were aiming.

4. Classification

There are great many ways in which errors can be assigned to classes and one should use whatever system or combination of system is the most useful and enlightening according to the purposes of the analysis.

5. Explanation

Explanation of the causes of errors has not been included in the section on the process of analysis. This is because it is not strictly speaking part of the analysis at all

2.4 Classification of Error

Dulay et. al (1982: 145-146) propose error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to underlie cause or source. The taxonomies are linguistic category, surface

strategy, comparative, and communicative effect. Then, they are called as descriptive taxonomies.

1. Linguistic Category Taxonomy

The linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error effect. Constituents include the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within the clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjectives, and so forth.

2. Surface Strategy Taxonomy

It highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them, e.g. omission of major constituents (I.e. nouns, verbs, adjectives, adverbs) and omission of grammatical morphemes (i.e. noun and verb inflection, articles, verb auxiliaries, and preposition), addition of morpheme - ed as in verbs *readed* and *cutted*, misformation of a regular marker is supplied in place of irregular verb *drink* becomes *drinked*, and misordering of sentence *What Aunty is doing?*

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of Indonesian student learning English, one might compare

the structure of the student's errors to that of errors reported for children acquiring English as first language.

4. Communicative Effect Taxonomy

While the surface strategy taxonomy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or reader. For instance, a sentence: *English study the students*. This sentence is wrong ordered and may cause incomprehensible to the listener or reader. It concerns on distinguishing between errors that seem to cause miscommunication and those that do not. Then, this taxonomy classifies errors into global errors and local errors as classified by Burt and Kiparsky.

From the perspective of descriptive taxonomies, error analysis is an analytical tool, as is the specification of transitional constructions, the computation of acquisitions orders and the delineation of special utterance types. It was inspired by the generative linguistics movement of the sixties which focused on the creative aspects of language learning. This focused has helped to raise the status of errors from unwanted forms to the relatively important status of indicators of learning and guides to teaching (Dullay et. al., 1982: 145, 197). The result of the analysis will aware to the teachers or syllabus designers on what should be improved.

Based on the statement above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching- learning process not only involve both, teacher and students but also the materials itself. If the students have many

problems in learning process. it is the teachers' duty to help and guide them as someone who has the most role in teaching –learning process.

In this research, the researcher used *surface strategy taxonomy* to analyze the students' errors. regarding that the errors in using grammar are closely related to the students' ability in composing recount writing text. In addition, in order to see the stage on which the students commonly produced errors in the process of language learning, the researcher also classified the errors based on the *developmental category*. Therefore, *surface strategy taxonomy* and *developmental category* are described further below.

2.4.1 Concept of Surface Strategy Taxonomy

Dulay et.al (1982 : 150) states that surface strategy taxonomy highlight the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Analyzing errors from a surface strategy taxonomy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language. In addition, Krashen identifies that (1982 138-139) most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archiforms, misordering, and regularizing rules. Theses errors belong to the Surface Strategy Taxonomy, namely, omission , addition, misformation, substitution and misordering, defined as follow:

Types of Errors based on the Surface Strategy Taxonomy are as followed:

1. Omission

Dullay et.al (1982 : 154) states that Omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For instance:

- (Erroneous) : I **__** not angry with you.

(Correct) : I *was* not angry with you.

(The *italic* and **bold** word is omitted in which should appear in well-formed utterance. It is the verb *am* or *was* that should have come after the subject).

In recount text , most errors are found in the formation of simple past tense, e.g.

- (Erroneous) : Betty *cook* in the kitchen yesterday.

(Correct) : Betty **cooked** in the kitchen yesterday.

(The *italic* and **bold** word is omitted in which should appear in well-formed utterance. There has omission of *-ed* that should have been the suffix for *cook*).

Furthermore, Dullay et.al (1982: 155) states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition.

As the examples above, language learners omit grammatical morphemes much more frequently than content words.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance.

It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For instance : (In Past Tense)

- (Erroneous) : Betty did not went there yesterday

(Correct) : Betty did not *go* there yesterday.

(There has double marking of Verb 2. In recount text, most errors are found in the formation of simple past tense).

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instanc, in the sentence:

- (Erroneous) : Mey *came*d to her mother house 2 months ago

There has regularization of regular past.

(Correct) : Mey **came** to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization.

For instance, in the sentence:

- (Erroneous) : I *can played* the game

There has simple addition of verb one after modal .

(Correct) : I **can play** the game.

3. Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. Dullay et. al (1982 :158) mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in **runned** for **run**, **hisself** for **himself** or **gooses** for **geese**.

For instance, in these following sentences:

- (Erroneous) : he *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*

(Correct) : he **rode** his motorcycle.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function.

For instance, in this following sentence:

- (Erroneous) : This pencils are mine

This is not appropriate for plural, the appropriate one is these

(Correct) : ***These pencils are mine.***

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other.

For instance, look at these sentences below:

- (Erroneous) : I *written* a letter yesterday

The form of the verb *written* is wrong, the correct one is *wrote* .

(Correct) : ***I wrote a letter yesterday***

4. Substitution

It is a sentence which one aspect or a word it is substituted by another.

For instance, look at these sentences below:

- (Erroneous) : He is *a high* boy

The form of the verb *a high* is wrong, whether noun is used for adjective, the correct one is tall.

(correct) : He is ***tall*** boy

5. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

For instance, look at these sentences below:

- (Erroneous) : I did not know why *was she sad*

The placement to be *was* is wrong.

(Correct) : *I did not know why **she was sad***

2.4.2 Concept of Developmental Category

In second language performance, a learner often appears inconsistent in his production of errors. This is an indicator that he is going through the learning process. And to see the stage on which students commonly produce errors in their process of learning a new language, in this research is English, Corder (1974:25) distinguishes three steps of errors in learning as evidence by the nature of the systematicity of errors as follows:

a. Pre-Systematic Stage

At this stage, the learner is unaware of the existence of a particular system or rule in the target language. These errors are quite random. They may even occasionally produce incorrect form. When asked to correct the sentence, they can not do so or given any account of why they choose a particular form they do. They are not able to correct their errors nor to explain it.

b. Systematic Stage

The learner's errors in this stage are regular. They have discovered and are operating a rule of some kinds but the wrong one. When they are asked to correct their error, they can not to do so but they can give some coherent account of the rule they are following. At this stage the learners are not able to correct their error but they can explain the errors.

c. Post-Systematic Stage

The learners produces incorrect form but inconsistently. They have learnt the rule but fails through lack of attention or lapse of memory to apply it consistently. This is the practice stage of learning a particular part of the language. When asked to correct their error, they can do so and give more or less correct account of the rule they are following. At this stage, the learners are able to correct their error and to explain it.

These stages can be summarised as follows (Corder 1973:272):

Error Type	Correction Possible	Explanation Possible
1. Pre-systematic	No	No
2. Systematic	No	Yes
3. Post-systematic	Yes	Yes

The developmental category was chosen to classify the students' errors combining with surface strategy taxonomy because by classifying the students' errors into three stages of developmental category we will know the progress of the students' in learning the target language.

2.4.3 Sources of Error

There are four sources of errors based on Brown (1980: 173):

1. Interlingual Transfer

It is also called interference. According to (Corder: 1981) “interference is experienced by the students in the process of learning a second or foreign language”. Rihard (1985) in supporting Brown’s statement, says that “interference error is error caused by the interference of the student’s mother tongue”.

It is a phenomenon when the students acquire the target language. It is characterized by the native language, so the students make errors in the target language caused by the rules of the native language, they only know the native language system. It means that, because of the differences between native language rule and target language rule, problems in learning language and difficulty in performance will appear. So, the greater the differences the greater the difficulties will be. And the learners will make more errors in the process of learning a foreign language. It seems reasonable to suggest that the learners need to comprehend the target language system. For example:

- a. There is a girl beautiful
- b. I have long hair

The sentences shown above should be written as:

- a. There is a beautiful girl
- b. I have a long hair

2. Interlingual Transfer

Intralingual Transfer is a phenomenon in the target language itself when the target language students use certain rules to other rules. Brown (1980: 73) explains that intralingual transfer is a negative transfer of items within the target language, or put in another way, the incorrect generalization of a rule within the target language. So, in short the students make errors in the target language caused by the rules of the target language itself.

Here the errors are caused by the target language rules not caused by learners' mother tongue. It occurs when the learners use one rule for other rules. The researcher assumes, this occurs because the learners are confused and do not comprehend about the target language system that is different from their mother tongue system.

For example:

- a. Does Betty can sing?
- b. Are you understand?
- c. It is more easier.
- d. They plays football in the field.
- e. Ardie dranked a glass of coffee.

The sentences shown above should be written as:

- a. Can Betty sing?
- b. Do you understand?
- c. It is easier.
- d. They play football in the field.
- e. Ardie drank a glass of coffee.

3. Context of Learning

Context refers to the environment in which the students learn or acquire the language. A teacher and textbook are very important for the foreign learners to guide them in mastering the target language. In classroom context, the learner's error can be caused by wrong instruction of teacher or faulty presentation of structure of words in a text book. In social context, untutored language acquisition can give rise to certain dialect acquisition which may itself be a source of errors (Brown, 1980:170). In other words, the learners make errors caused by misleading explanation in a textbook or misconception of the learner.

4. Communication Strategies

Communication strategies are systematic attempts to express both the form of language and the function of the language (Brown, 1980: 88). Brown (1980: 178) defines a communication strategy as the conscious employment of verbal or nonverbal mechanism for communication an idea when precise linguistics form are for some reasons not readily available to the learner at a point in communication. Here, the communication strategies are source of errors in which the students make errors caused by two strategies: avoidance and prefabricated pattern. Avoidance is evidence in which the students try to avoid a word and chance with another word. While prefabricated pattern is to memorize certain stock phrases or sentences without internalized knowledge of the component of the phrase.

2.5 Concept of Writing Skills

Writing is productive skill in the written form. Writing is a language skill that is used for indirect communication. The students can communicate their ideas and

thought to others through a written form such as a letter, message or invitation for communication. Furthermore, Linderman (1982:11) said that writing is a process of communication using conventional graphic system such as letter, word, and sentences of a certain language being used in writing communication in order that the reader can understand the message or information. It means that communication in form of written will deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended.

Writing is a means of communication similar to speaking. Communication is not only achieved through speaking but it can also be through writing. In writing a writer can communicate with the reader. He or she will express his or her ideas in the written form. As Tarigan (1987:2) states that writing is a language skill that is used in indirect communication. It can be said that the students can communicate their ideas, thoughts and feeling to the other through written form by putting them on a paper.

Writing is a process of developing ideas in form of written text or utterance. It is a very effective form of written language to communicate ideas. One of the advantages of written language is that the ideas can be archived because it is in a printed form. Jacobs (1981:90) states that there are five aspects of writing process that have to be considered to make the writers successful in their writing.

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.
3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.
5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

Moreover, Raimes adds that (1983:76), writing is a skill in which we express the ideas, feelings and thought which are arranged in words, sentences and paragraph using eyes, brain and hand. Writing also reinforces use of the generic structure, idiom and vocabulary which the students have studied in the previous lesson. It means that writing in the process of expressing ideas, and thought of the writer using knowledge and vocabulary to combine the writers idea in writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence. All of those items are essential in writing. Additionally,

Based on the writing concepts outlined above, the researcher concludes that writing is very important for interaction. To develop the students' ability in writing, it is necessary for them to do practice. Unfortunately, there are few opportunities, students often make errors, such as grammatically incorrect sentence, misspelling and unsuitable vocabulary when they compose paragraph.

To put it more simply, writing in this research means a media of transferring information or messages through written forms by joining sentences by using the rule of basic grammar or structure.

2.5.1 Concept of Learning Writing in English

Writing process purposes to train learners to have a good written language. Writing is specially taught in senior high school in order the students are able to write a good paragraph.

In the teaching learning process, language consists of four skill, they are listening, speaking, reading, and writing (Tarigan, 1981:1). The position of writing skill is in the last skill. It means that writing is a part of the subject which is difficult because in writing we need special aspects of language, for instance: diction, structure, mechanics, and rhetoric.

In order to choose and use the suitable words that can be used in writing, the students should master many words and know how the words are used in writing. This statement means that by mastering how to use it, the result of writing made by students will be understandable to the readers.

Harmer (2001:79) says that the reasons for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. Azies and Alwasilah (2000:128) stated that writing is a skill which is only a little used among the four skills, mainly to the target language. However, many students learn and internalize vocabulary and sentence structure by writing.

As in the speaking skill, writing is also a skill in which the communication in English developed. Without ability in writing, the learners will not be able to communicate their ideas in written form. Whereas, writing ability is very crucial in order the learners are able to do all writing activities such as doing a test, composing a story, writing a letter, etc. Besides that, writing is also a good way in language acquisition. By doing more practice writing in English, the learners will acquire English better.

2.6 Concept of Text

A text is a coherent set of symbol that transmits some kind of informative message. It is a unit of language, a grammatical unit that is larger than sentence but related to a sentence in the same way that a sentence is related to a clause, a clause to a group and a group to a letter (Halliday and Hasan, 1976:1). Text is not only a group of sentences, Hayland (2004:6) states that text is autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is orderly arrangement of words, clauses and sentences by following the principles which guide the correct arrangement of element.

In the 2006 Curriculum, the teacher uses a text as a media in teaching learning process. According Derewianka (1992:17) a text is any meaningful stretch of language oral or written form. Not all the texts are same. One factor which accounts for differences in the texts, is purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. For example, the

purpose of recount text is to tell what happened in the past. The structure of this kind of the text would be typically move through the following stages:

- Orientation: leading the reader know who is involved, where, when, etc.
- Events: retelling a series of events in chronological sequences.

There are two main categories of text namely literally and factual. Literally texts are texts constructed to appeal emotions and imagination. For example: stories, movies, scripts, fairy tales, plays, novels, song lyric, mimes and soap opera.

There are three main text types in the category: narrative, poetic and dramatic.

Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, report, procedure, exposition explanation, and discussion.

Not all the texts are same. Each text has its function and generic structure. Each kind of text is structured in different ways to achieve its purposes. It is important to understand each type of text. Beside it is needed as an academic purposes, text is also required in students real social life.

Generally, there are some models of text (1) descriptive text referring to passage intended to describe to the reader about something, (2) Narrative text referring to passage intended to entertain the reader about the tale story which is in past form, (3) recount text referring to passage intended to retell the reader about past event, past experience, etc. The focuss of the research is in analysis of recount text form, which is clarified bellow.

2.7 Recount Text

Recount is a text which retells events or experiences in the past. There is no complication among the participants and that differentiates from narrative. The purpose of recount text is to tell what happened in the past. To achieve the purpose, the text will move through a different set of stage.

- An orientation leading the reader know who is involved, where, when, etc.
- Retelling of a series of events in chronological sequences.

Recount text has three main factors, there are:

1. Orientation.

This part tells the readers the main idea of the story being in the text. This part gives a setting of the story, (telling about people or thing which have done or have participated inside, with time, place, situation, etc) so that readers are aware of the story is about.

2. List of event

This part describes series of event that happened in the past. The story starts from the very early stages. That is to say, the story develops based on the sequence of the events.

3. Re-orientation

Not always needed, it is optional, summary of the events. In this part, the writer summarizes the story and tells his/her impression of the experience that what has been elaborated.

Recount is very similar to narrative. Recount explores the series of events which happened to participant/s. These events are the main element in composing recount text. However it just focuses on the events themselves. It does not include the conflict inside.

Besides generic structure, recount text also uses particular language features of recount text, namely:

- a. Introducing personal participant is introduced by the use of pronoun I, my, etc.
- b. Using chronological connection used to connect each sentences;
'then, after, finally, first. and. but'. etc.
- c. Using linking verb is use to show the past verb; were, saw, heard. Etc
- d. Using action verb; look, go, change, etc.
- e. Using simple past tense: I went to Bali

To be clear, the following is the example of recount and its elements:

Bad Sunday

Orientation I would like to tell you what happened to Ken one day. Ken parked his car and went to get something to eat. Then he came back, he was surprised to see that his bag was gone from the trunk stolen.

Event 1 It was terrible day for Ken. He lost everything, his passport, money, and air plane tickets. He felt very sad and decided to do something. Therefore, he went to the American Embassy. Unfortunately it was closed because it was public holiday. Then, he found a policeman that was very attentive to know what happened to Ken .

Event 2 The policeman took him to the police station. He was very nice to help. but he couldn't do much. Ken felt so stupid because he had no money at all. The policeman felt so sorry and loaned him twenty pounds.

Event 3 Ken decided to give his mom and dad a call. Luckily, they were home and they promised to send him some money. As Ken needed the money right away for his hotel and to buy some food, he decided to sell his camera. He took it to the shop and got thirty five pounds for the camera and he decided to move into cheaper place and he found a youth hostel for only ten pounds a night

Reorientation It was both terrible and fun. The next day, the police called and he got everything back and his parent's money arrived. He was really happy to get them all back and promise to do himself to be more careful.

The events will be arranged in chronological order based on time and place.

Recount text with complete generic structure will be constructed by structuring orientation, events, and re-orientation. The absence of complication/problem/conflict in the generic structure actually differentiates recount text from narrative.

According to Derewianka (1992), the focus of recount text is on the sequence of the events, all of which relate to a particular occasion. The recount text generally begins with orientation that gives the reader the background information of the text then unfolds with the series of events in the text chronologically. At various stages there may be some personal comments on the incident.

The function of recount text is to retell about an event or experience which happened in the past time. Derewianka (1992) suggests five types of recount text, they are:

1. Personal recount

Personal recount tell about the activities which the speaker or the writer was involved in or did by himself (for example someone write diary). This type of recount uses such as first person pronoun (I, we). Personal responses to the events can be included, particularly at the end.

2. Factual recount

Factual recount records the particular of an incident (e.g. report a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on the use of language that is precise, factual and detailed, so that the reader gains a complete picture of the events, experiences or achievements.

This type uses the third person pronouns (he, she, it, their). Sometimes the ending describes the outcome of the activity (e.g. science experiment). Details of time, manner and place may need to be precisely stated (e.g. at 2.35 pm, between Johnson street and Soekarno-Hatta street, or the man drove at 90 km/h). The passive voice may be extensively used (e.g. The beaker was filled with water). It may appropriate to include explanation and justifications as well.

3. Imaginative recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they were real. Emotive language, specific detail and first person usually wrote in the first person it may be appropriate personal reactions.

4. Procedural recount

Procedural recount records the steps taken in completing a task or procedure.

The use of technical terms, an accurate time sequence and first person narration (I or We) give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a story board of videotaped script or advertisement, and the steps taken to solve a mathematical problem.

5. Biographical recount

Biographical recount tells the story of person's life using a third person narrator (he, she, and they). In the case of an autobiography, first person narration (I, We) is used. It is usually factually

From five types of recount text above, the focus of this research is personal recount because it retells the activities which the writer involves or does by her or himself.