

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN RECOUNT
TYPE OF WRITING AT THE SECOND GRADE STUDENTS OF SMP
MUHAMMADIYAH BANDAR LAMPUNG**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN RECOUNT TYPE OF WRITING AT THE SECOND GRADE STUDENTS OF SMP MUHAMMADIYAH BANDAR LAMPUNG

Eka Apriyani

Writing skill is one of the most difficult aspects of a foreign language to master. This is because the elements of writing have a number of crucial elements such as content, organization, vocabulary, language use and mechanic. A very common phenomenon is that some students are still not able to properly master this skill. The aim of this research was to find out types of errors which were made by the students based on Surface Strategy Taxonomy and Developmental Category that were found in the students' recount texts. The subject of this research was second grade students of SMP Muhammadiyah Bandar Lampung in total of 20 students. This research was conducted through a descriptive qualitative approach by using a writing task as the research instrument. The result showed there are five types of errors based on surface strategy taxonomy: i) Addition; ii) Misordering; iii) Omission; iv) Misformation, and v) Blend error. Furthermore, there are three types of stages of errors, namely i) Pre-systematic Stage; ii) Systematic Stage; and iii) Post-systematic Stage. Blend error is the error that was most frequently made by the students. The stage which most frequently occurred is, Systematic Stage followed by Post-systematic Stage and Pre-systematic Stage. The errors are commonly caused by the limitation of students' vocabulary. The students sometimes, overgeneralized the English structure when making a sentence or a text. It is suggested for English teachers that they should not ignore the errors made by the students, it is better if the English teachers could solve this problem such as by giving more practices or re-examination.

Key Words: *Errors, Recount Text, Surface Strategy Taxonomy and Developmental Category*

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The Requirements for S-1 Degree**

in

**The Language and Arts Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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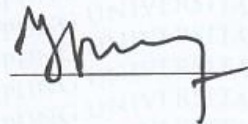
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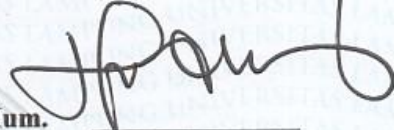
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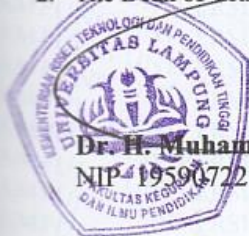
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CURRICULUM VITAE

Eka Apriyani was born in Banjar Ratu, Way Pengubuan, Central Lampung on April 18th, 1994. She is the first child of Mr. Sugito and Mrs. Aisyah.

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She conducted a Teaching Practice (PPL) at SMP 1 Bengkumat, Pesisir Barat in July – September 2015.

DEDICATION

This paper would be highly dedicated to:

My beloved parents of Sugito and Aisyah

My Family

My lecturers

My friends

MOTTO

" Education is not preparation for life, education is life itself"

(John Dewey, 1938)

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Praise to Allah SWT for this blessing and Mercy that the writer was able to finish this paper for the S1 Degree in English Education Study Program, the writer presents the paper as one of the requirements to obtain an S1 degree.

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I. INTRODUCTION

This research is intended to analyze the students' grammatical errors in recount text writing based on Surface Structure Taxonomy and Developmental Category. This chapter includes the background, formulation of problems, objectives, uses, scope and definitions of terms.

1.1 Background of the Problem

Writing is one of language skills that should be mastered and it has been taught from primary to senior high schools. Moreover, it has also been taught to play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last, making paragraphs. Surely, the students think that writing is not easy to be learned, because they should use correct dictions, chronologies, and spelling of word. This fact is in line with Badudu (1985:7) who states that even though students have learnt English for years, they still find difficulties to express their ideas both in spoken and written forms.

In the process of teaching and learning English, writing is the most difficult and complicated language skill to be learned almost by the students in every level of education. This is true because writing consists of complex elements, such as: 1)

content is how the writer develop the idea related with the topic; 2) organization deals with clarifying the ideas and making them clear; 3) vocabulary means the selection of words which are suitable with the content; 4) language use, it refers to the use of grammatical and syntactic pattern on separating, combining and grouping ideas and 5) mechanic refers to the use of conventional graphic of the language, i.e., the steps of arranging letters, words, and paragraph. Writing also covers a number of elements, such as unity which means that entire paragraph should focus on one single idea and coherence which means establishing a relationship between the ideas presented in a paragraph. Therefore, writing is one of language skills that is hard to be mastered by the students, especially junior high school students.

Furthermore, errors in foreign language learning especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also becomes one of the causes. Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have average ability and maybe they will find many students who have low ability in English writing.

For the purpose of objectively learning the real problems faced by the students, pre-observation was conducted at SMP Muhammadiyah Bandar Lampung. It was found that most of them were still lack of English understanding because they did not really understand crucial aspects of grammar that are needed to write in English appropriately. For example, the students were not able to construct correct

sentences structure and consequently, as the English teacher stated that writing skill is the skill that is the most difficult to be mastered by the students, so when the students were to compose a writing text, most of them still made errors.

With regard to the explanation above, it is important for a teacher to give an error analysis in students' writing. Error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. James (1998:1) stated that Error Analysis is the process of determination the incidence, nature, causes, and consequences of unsuccessful language.

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

In addition, text writing is the ability of the students to arrange ideas from one paragraph to others and make efforts to connect the ideas cohesively and coherently. Sometimes, many students write a text, but not many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide them when they study to write.

As stated in SMA English Curriculum, SMP students should also learn some types of text; one of them is recount text. Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Therefore, many students do not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation, that is introduced the participants the place and time. It provides all the necessary background information to make sense of the text. For example: *On Friday we went to the Mega Mall. Suddenly, we saw a child ran up the escalator without anyone accompanied him.*

The previous studies showed that students still made errors in their writings, for example, a first research conducted by Suhono (2016:22), about surface strategy taxonomy on the EFL students' composition. This research focused on students' errors analysis based on surface strategy taxonomy. The result showed that there are five types of errors; errors in addition, errors in omission, errors in misordering, errors in misinformation and blend errors, and there were two sources of errors; mother-tounge influence or interlingual errors and intralingual errors. Interlingual errors are the errors that were influenced by native language which interferes with the target language learning, for example: *Internet makes student lazy*. The error of the sentence is that the students misplaced between adjective *lazy* and noun *student*. Intralingual errors, caused by the target itself, for example: *that why a university is consist of many buildings*. The student applied to be after

subject in the sentence. In English sentence's pattern, if the sentence has a full verb it cannot take to be after subject.

Another study conducted by Aqilah (2012:2) entitled "Dulay's Surface Strategy Taxonomy on the Selected Texts of the Bilingual Biology Textbook: A Study of Error Analysis in Translation". The data were collected by using random sampling which means that the data were literally at random. The results show that there were 93 errors found including 31 omission errors, 23 addition errors, 32 misformation and seven misordering errors. The most frequently error made by the students in the research was misformation errors with the total number of 32 errors. For example: 1) *Catalaze enzyme that has molecular weight of 248,000*. In the sentence, there are three kinds of error found; omission, addition and misformation. 2) *The other advantage of making vaccines by genetic engineering, besides it safer. It is can also produces in a large amout*. The sentence consists of misordering error and addition.

In this research, the writer analyzed the students' errors by asking them to make a recount text. Most of them were still lack of English understanding because in that school there is English extracurricular, but not all the students follow the English extracurricular, so not all of students master English well. Additionally, the English teacher stated that writing skill is the skill that is the most difficult to be mastered by the students, so when the students were making a writing text, the students still made errors. The writer intended to know the errors that are mostly made by the students. The writer observed an analysis of errors in recount text writing of the second grade students of SMP Muhammadiyah Bandar Lampung,

because in that grade they have studied about writing especially in recount text writing in the previous grade.

Based on this problem, the researcher entitled the research: An Analysis of Students' Grammatical Errors in Recount Text Writing at the Second Grade Students of SMP Muhammadiyah Bandar Lampung.

1.2 Formulation of Problems

Based on the background above the research problems are formulated as follows:

1. What types of grammatical errors are made by the second grade students of SMP Muhammadiyah Bandar Lampung in recount text writing based on Surface Strategy Taxonomy and Developmental Category?
2. Which types of grammatical errors are most and least frequently made by the students in recount text writing based on Surface Strategy Taxonomy and Developmental Category?

1.3 Objectives

According to the problems are formulated above, the research was conducted to find out:

1. Types of grammatical errors that are made by the second grade students of SMP Muhammadiyah Bandar Lampung in recount text writing based on Surface Strategy Taxonomy and Developmental Category.
2. Types of grammatical error are most and least frequently made by the students in recount text writing based on Surface Strategy Taxonomy and Developmental Category.

1.4 Uses

It is expected that the result of this research can have the following uses;

1. Practically

- a. The writer hopes that the result can be as a reference for the readers or English teacher especially, so that the error can be minimized.
- b. The result of this study can provide information and evaluation for the students, so they will try to avoid the same errors.

2. Theoretically

The theoretical benefit of this study is to inform in detail about the students' errors in a recount text writing in teaching learning process so that both the teacher and the students know and understand the errors and could corrected the errors.

1.5 Scope

This descriptive qualitative research focused on students' grammatical errors in recount texts based on Surface Structure Taxonomy and Developmental Category. The students were asked to make a recount text based on the topics provided. It was conducted to know the students' structure errors of recount texts. The subject of the research was the students at the second grade of SMP Muhammadiyah Bandar Lampung because it was assumed that English was already taught in the previous grade. So, it can be said that the students already understand and master the tenses and structures of English and vocabulary items needed.

1.6 Definition of Terms

In order to have the same perception about the terms used in this study, the following definitions are presented:

1.6.1 Grammar

Grammar is concerned with “the rules that govern how a language’s sentences are formed” this is actually about sentences structure. (Thornbury, 2000:1).

1.6.2 Error

Errors are systematic and may give valuable insight into language acquisition because they are goofs in the learner’s underlying competence. When native speakers make mistakes, they can identify and correct them immediately because they have almost full knowledge of the linguistic structure of their mother tongue (Scovel, 2001).

1.6.3 Error Analysis

According to Gass and Selinker (2008:103), error analysis is a type of linguistic analysis that focuses on the errors learners make. Error analysis compares between the errors a learner makes in producing the target language and the target language form itself. They explain that error analysis provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors.

1.6.4 Recount Text

Derewianka (1999:15) states that recount is a text that retells events or experiences in the past time which its purpose is either to inform or to entertain

the audience. Recount text is very similar with a narrative text, the thing that differentiates both of them is the schematic structure of the body paragraph.

1.6.4.1 Schematic Structure of The Body Paragraph

There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events are being told chronologically based on the time and place. Furthermore, the events or experiences in the past are being told based on the sequence of events (Derewianka, 1999:15).

II. LITERATURE REVIEW

To avoid misunderstanding in this research, it is necessary to know the concept of error, concept of error analysis, classification of error, concept of surface strategy taxonomy, concept of developmental category and recount text.

2.1. Review of Previous Studies

Some researchers have conducted research on grammatical errors, for example, Suhono (2016:22), he did a research which focused on students' errors analysis based on surface strategy taxonomy. The result shows that there are five types of errors; addition, omission, misordering, misformation and blend errors. He further states that there are two sources of error; mother-tounge influence or interlingual errors and intralingual errors. Interlingual errors are errors that are influenced by native language which interferes with the target language learning, for example: *Internet makes student lazy*. The error of the sentence is a misplaced between adjective *lazy* and noun *student*. Intralingual errors refer to errors caused by the target language itself, for example: *that why a university is consisted of many buildings*. The student applied a *to be* after subject in the sentence. In English sentence's pattern, if the sentence has a full verb it cannot take a *to be* after subject.

Tresya (2012:70) did a similar research dealing with an analysis of students' grammatical errors in recount text writing at the first grade students of SMAN 13 Bandar Lampung. Her findings show that based on Surface Strategy Taxonomy (SST) and Developmental Category (DC), the highest frequency of error types based on SST is misformation (36.64%), omission (23.59%), addition (19.55%), substitution (15.56%) and misordering (5.84%). Based on DC, the errors are pre-systematic stage (49.74%), systematic stage (31.09%), and post-systematic stage (21.62%). The errors might be due to the students' lack of knowledge about grammar, tenses and parts of speech. It is suggested to provide some tasks or exercises which enable them to practice using English tenses.

In addition, Aqilah (2012:2) conducted research entitled "Dulay's Surface Strategy Taxonomy on the Selected Texts of the Bilingual Biology Textbook: A Study of Error Analysis in Translation". The data were collected by using random sampling which means that the data were literally at random. The results show that there are 93 errors found including 31 errors of omission, 23 errors of addition, 32 errors of misformation and seven errors of misordering. The most frequently error made by the students in the research is misformation with the total number of 32 errors.

A similar study was also conducted by Maros, Tan, and Salehuddin (2007:1-15). They analyzed the interference effect, a factor that plays an important role in inhibiting acquisition of English among young Malay learners in Malaysian schools. They found that despite having gone through six years of learning English in school environment, the learners are still having difficulty in using

correct English grammar in their writings. The most frequent errors that student made are the use of articles, subject-verb agreement and copula *be*.

In this research, the researcher applied Surface Strategy Taxonomy proposed by Dulay et.al. (1982), Developmental Category proposed by Corder (1974) for analyzing the errors of second grade students' of junior high school. The difference between this research and those researches is that in this research the researcher focused on different topics in order to know types of errors that were most frequently made by the second grade students of junior high school. As we know students of junior high school do not have a lot of knowledge about grammar so it is hard for them to write a text.

2.2. Review of Related Literature

To avoid misunderstanding in this research, the researcher will explain the concept of error, concept of error analysis, classification of error, concept of surface strategy taxonomy, concept of communicative effect taxonomy, concept of writing skill and recount text.

2.2.1. Concept of Grammar

Grammar is one of the most difficult aspects of a foreign language to master. It is defined as "the rules that govern how a language's sentences are formed" (Thornbury, 2000:1). English grammar has been traditionally viewed as "a system of syntax that decides the order and patterns in which words are arranged in sentences" (Close, 1982:13). It is argued that mastering grammar is a complex

process that requires “making a series of decisions about when and why to use one form rather than the other” (Celce-Murcia, 2002:121).

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 with language sounds (phonology) and word meaning (semantics). However, in this research the writer just focuses on sentences (syntax). Chomsky (1986:17) points out that syntax deals with the relation of words to each other as component parts of a sentence, and with their proper arrangement to express clearly the intended meaning.

Chomsky (1971:166) said that syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntax is the systematic orderly arrangement of words and phrases in order to form sentences. It explains the rules for grammatical arrangement of words in sentences. Simply put, it is the study of the rules for forming admissible sentences. Whereas, semantics is the study of language meanings – the meanings of words, phrases, sentences, or texts.

Every language has a lot of grammatical rules, and the function of grammar in the language is to specify which words sequences are and which are not in the sentences. The ideals envisioned here is the description of a language by means of a general definition of ‘sentence’ in that language (Burton-Robert, 1999:295). 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 second language.

The concept above illustrates clearly 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 own structure which is different, therefore the sound system and how to combine words or phrases of any language will not be the same as other languages in the world. It is clear that our aim in teaching grammar is to ensure that students are communicatively efficient with the grammar they have at their level.

This research focused on analyzing the students' grammatical errors in terms of word order in terms of parts of speech.

2.2.1.1. Concept of Sentence Construction

Sentences are either simple or multiple. A simple sentence consists of a single independent clause. A multiple sentence contains one or more clauses as its immediate constituents. Multiple sentences are either compound or complex. Aarts (2001:8) states that there are four components of sentence construction. The four components are as follows:

a. Subject

Subject of a sentence is often defined as the unit that indicates who or what is engaged in carrying out the action specified by the verb, and also as the unit that tells you what the sentence is about. In each of the sentences we looked at so far the referent of the *subject* was indeed engaged performing the action

denoted by the *verb*, and the *subject* also indicated what the sentence was about, for examples:

1. *The police* arrested the bank robber.
2. *This factory* produces a new package of their product.

The italic words indicate the subject of the sentence.

However, referents of *subject* need not always be *doing* something as in the following examples:

1. *My brother* wears a green overcoat.
2. *Tania* stood on the platform.

The italic words indicate the subject of the sentence.

b. Predicate and Predicators

Predicate is a syntactic label which denotes a function. In this sense of terms, predicates is on a par with such notions as *subject*, *predicator*, *direct* and *indirect object* and *adjunct*. Predicators are pivotal elements which specify what we could call the bare-bone content of the sentences in which they occur, that is, the main action or process denoted by the verb (Aarts, 2001:14). As their name suggests, predicates are in the business of *predicating* something, i.e. saying something of something else, for example:

1. The cat devoured the rat.
2. The rat devoured the cat.

The italic word called as predicator while the underline words called predicate. Thus, the bare-bone content of first and second sentence is *devouring*. This devouring activity is predicated of the subject of these sentences, which specify who was engaged in the activity of *devouring*.

c. Direct and Indirect Object

In semantic terms, direct objects are said to be constituents that refer to entities that *undergo* the activity or process denoted by the verb, for examples:

1. His girlfriend brought *this computer*.
2. My sister found *this book*.

The italic words indicate the direct object of the sentences.

Direct objects are often noun phrases. Their position are after the main verb and direct objects have a strong relationship with the verb that precedes them. While indirect objects are usually noun phrases and they cannot occur without a following direct object. Indirect object also always precede direct object.

The following sentences are the examples of indirect object:

1. We gave *the boys* the CDs.
2. She lent *the student* a diskette.

Those sentences above are the examples of the use of indirect object. The italic words are the indirect object.

d. Adjunct

An adjunct is a function label which indicates the where, when, why, etc. in a proposition. An adjunct has three characteristics, that are, 1) adjuncts are always optional and express peripheral information, 2) adjuncts can be “stacked” which means that more than one of them can appear in a sentence, and 3) adjuncts are mobile, as the following examples represent of each characteristics:

1. The bus stopped *suddenly*.
2. *Last week*, we finished all the work *quickly*.
3. Andrey *greedily* ate all the biscuits.

2.2.1.2. Concept of Word Order

ETS (2015:1) states that word order refers to the way words are arranged in a sentence. The standard form of word order in English is *Subject + Verb + Object*. To determine the proper sequence of words, we need to understand what the subject, verb and object(s) are.

Subject: typically a noun or pronoun—the person, place or thing

Verb: the action or state of being

Object: the word or group of words influenced by the verb

The sequence of words is critical when communicating in English because it can impact the meaning of what we are trying to say. The sentence, “*The chicken crossed the road*” and “*The road crossed the chicken*” take on two different

meanings because the subject and object are inverted. The same would be true if the verb was used out of order, for example: “*Crossed the road the chicken.*”

This research focused on analyzing the students’ grammatical errors in terms of word order in terms of eight of parts of speech. There are eight main parts of speech (also known as word classes): nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. Most parts of speech can be divided into sub-classes. Prepositions can be divided into prepositions of time, prepositions of place etc. Nouns can be divided into proper nouns, common nouns, concrete nouns etc. It is important to know that a word can sometimes be in more than one part of speech.

The eight main parts of speech in English are:

1. Nouns (Naming words)

A noun is the name of a person, place, thing or idea (ETS, 2015:3). For examples: *Daniel, London, table, happiness, and hope* are naturally called nouns, e.g., 1) *Daniel lives in London*, 2) *Table is in front of the teacher*, 3) *Her happiness occurred when her children were all at home.*

There are different types of nouns namely:

- a. Proper nouns always start with a capital letter and refers to specific names of person, places, or things. For examples, Jakarta, Monas, BJ. Habibie, as in 1) *I visited Monas in Jakarta last holiday.* 2) *A film of BJ. Habibie is very popular.*

- b. Common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places. For examples, car, pizza, TV as in 1) *She rides her car to bring a TV.* 2) *We ate two boxes of pizza last night.*
- c. Concrete nouns refer to nouns which you can perceive through your five senses. For examples, sand, board as in 1) *The children always happy to play sand in the beach.* 2) *We have a broken chess board.*
- d. Abstract nouns, unlike concrete nouns, abstract nouns are those which you can't perceive through your five senses. For examples, happiness, bravery as in 1) *My happiness is when I can see my lovely people happy.* 2) *His bravery is like a super hero.*
- e. Countable nouns refer to anything that is countable, and has a singular and plural form. For examples, kitten, ball as in 1) *Kania has five kitten.* 2) *The students play a basket ball.*
- f. Mass nouns, this is the opposite of countable nouns. Mass nouns are also called non-countable nouns, and they need to have "counters" to quantify them. For examples, sugar, rice as in 1) *My father add a spoon of sugar to his coffee.* 2) *Nannia cooked a cup of rice last night.*
- g. Collective nouns refer to a group of persons, animals, or things. For examples, faculty (group of teachers), class (group of students), pride (group of lions) as in 1) *I study at Law Faculty.* 2) *The B class is the camphion of the year.*

2. Adjectives (Describing words)

An adjective describes, modifies or gives more information about a noun or pronoun (ETS, 2015:6). For examples, *little, pink, happy, young, three* are

naturally called adjectives, e.g., 1) *The little girl had a pink hat*, 2) *There are many young happy children*.

It should be remembered that adjectives can modify as well as describe other words, and you'll find it much easier to identify different types of adjectives when you see them.

a. Articles

There are only three articles, and all of them are adjectives: *a*, *an*, and *the*. Because they are used to discuss non-specific things and people, *a* and *an* are called indefinite articles. For example:

- 1) *Please give me a banana. I'd like the one with the green stem.*
- 2) *Let's go on an adventure. The Grand Canyon mule ride sounds perfect!*

b. Possessive Adjectives

As the name indicates, possessive adjectives are used to indicate possession. They are: *my*, *your*, *his*, *her*, *its*, *our* and *their*. Possessive adjectives also function as possessive pronouns. For examples:

- 1) *This bag is my mother's.*
- 2) *Is it your pen?*

c. Demonstrative Adjectives

Like the article *the*, demonstrative adjectives are used to indicate or demonstrate specific people, animals, or things. These, those, this and that are demonstrative adjectives. For examples:

- 1) *These books belong on that.*

2) *This movie is my favorite.*

d. Coordinate Adjectives

Coordinate adjectives are separated with commas or the word *and*, and appear one after another to modify the same noun. The adjectives in the phrases *bright, sunny day* and *long and dark night* are coordinate adjectives. In phrases with more than two coordinate adjectives, the word *and* always appears before the last one; for example:

1) *The sign had big, bold, and bright letters.*

2) *Shinta has a long, straight, and black hair.*

e. Numbers Adjectives

When they're used in sentences, numbers are almost always adjectives.

You can tell that a number is an adjective when it answers the question "How many?" For examples:

1) *The stagecoach was pulled by a team of six.*

2) *He ate 23 hotdogs during the contest, and was sick afterwards.*

f. Interrogative Adjectives

There are three interrogative adjectives: *which*, *what*, and *whose*. Like all other types of adjectives, interrogative adjectives modify nouns. As you probably know, all three of these words are used to ask questions. For examples:

1) *Which option sounds best to you?*

2) *What time should we go?*

g. Indefinite Adjectives

Like the articles *a* and *an*, indefinite adjectives are used to discuss non-specific things. You might recognize them, since they're formed from indefinite pronouns. The most common indefinite adjectives are *any*, *many*, *no*, *several*, and *few*. For examples:

- 1) *Do we have any peanut butter?*
- 2) *Grandmother added many sugar on a cup of coffee.*

h. Attributive Adjectives

Attributive adjectives talk about specific traits, qualities, or features. In other words, they are used to discuss attributes. For example *old*, *young*, *new*, *gold*, *American* as in 1) *The young American is a new member in this group.* 2) *An old gold crown is my mother's inheritance.*

3. Verbs (Action Words)

A verb shows an action or state of being. A verb shows what someone or something is doing (ETS, 2015). For examples, *study*, *play*, *have*, and *is* are called verbs, e.g., 1) *I like Woodward English. I study their charts and play their games.* 2) *My mother has a new shopping bag.*

a. Physical Verbs

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb. For examples:

- 1) *Let's run to the corner and back.*

2) *I hear the train coming.*

b. Mental Verbs

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state. For examples:

1) *I know the answer.*

2) *She recognized me from across the room.*

c. States of Being Verbs

Also known as linking verbs, state of being verbs describe conditions or situations that exist. *State of being verbs* are inactive verbs since no action which are being performed. These verbs are usually complemented by adjectives. For examples:

1) I *am* a student.

2) We *are* circus performers.

4. Adverbs (Describes a verb)

ETS (2015) defines an adverb describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in *-ly* (ETS, 2015). For examples, *usually*, *quickly* as in 1) *I am usually busy.* 2) *Yesterday, I ate my lunch quickly.*

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverbs. The different types of adverbs are:

a. Adverb of Manner

This refers to how something happens or how an action is done. For example, *Annie danced gracefully*. The word “gracefully” tells how Annie danced.

b. Adverb of Time

This states “when” something happens or “when” it is done. For example, She came *yesterday*. The italicized word tells when she “came.”

c. Adverb of Place

This tells something about “where” something happens or “where” something is done. For example, *Of course, I looked everywhere!* The adverb “everywhere” tells where I “looked.”

d. Adverb of Degree

This states the intensity or the degree to which a specific thing happens or is done. For example *The child is **very** talented*. The bold italicized adverb answers the question, “To what degree is the child talented?”

5. Pronouns (Replaces a Noun)

A pronoun is a part of a speech which functions as a replacement for a noun. A pronoun is used in place of a noun or noun phrase to avoid repetition (ETS, 2015). For examples, *I, you, we, they, he, she, Mary* as in 1) *Mary is tired*. 2) *She wants to sleep*.

a. Personal Pronouns

Personal pronouns can be the subject of a clause or sentence. They are: I, he, she, it, they, we, and you. For example, 1) *They went to the store*. 2) *I want her to dance with me*.

b. Possessive Pronouns

Possessive pronouns show ownership. The term covers both possessive pronouns and possessive adjectives. Absolute possessive pronouns – mine, yours, ours, theirs, his, hers, its – are truly pronouns because they refer to a previously named or understood noun. They stand alone, not followed by any other noun. For example, 1) *You have your vices, and I have mine.* 2) *Those rabbit are theirs.*

c. Indefinite Pronouns

These pronouns do not point to any particular nouns, but refer to things or people in general. Some of them are: few, everyone, all, some, anything, and nobody. For example, 1) *Everyone is already here.* 2) *I have some works to do*

d. Relative Pronouns

These pronouns are used to connect a clause or phrase to a noun or pronoun. These are: who, whom, which, whoever, whomever, whichever, and that. For example, 1) *The driver who ran the stop sign was careless.* 2) *The cat that crossed the road is mine.*

e. Intensive Pronouns

These pronouns are used to emphasize a noun or pronoun. These are: myself, himself, herself, themselves, itself, yourself, yourselves, and ourselves. For example, 1) *He himself is his worst critic.* 2) *Let me introduce myself.*

f. Demonstrative Pronouns

There are five demonstrative pronouns: these, those, this, that, and such.

They focus attention on the nouns that are replacing. For example, 1) *such was his understanding.* 2) *Those books are ready to be rented.*

g. Interrogative Pronouns

These pronouns are used to begin a question: who, whom, which, what, whoever, whomever, whichever, and whatever. For example, 1) *what are you bringing to the party?* 2) *With whom you were last night?*

h. Reflexive Pronouns

There is one more type of pronoun, and that is the reflexive pronoun.

These are the ones that end in "self" or "selves." They are object pronouns that we use when the subject and the object are the same noun. For examples, 1) *I told myself not to spend all my money on new shoes.* 2) *He himself is his worst critic.*

6. Prepositions (Shows relationship)

A preposition shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship (ETS, 2015). For examples, *at, on, and in* as in 1) *I left my keys on the table for you.* 2) *I live at Mango Street.*

There are three types of prepositions, that are, prepositions for Time, Place, and Introducing Objects.

a. Preposition for time

On is used with days. For examples:

1) I will see you *on* Monday.

- 2) The week begins *on* Sunday.

At is used with noon, night, midnight, and with the time of day. For examples:

- 1) My plane leaves *at* noon.
2) The movie starts *at* 6 p.m.

In is used with other parts of the day, with months, with years, with seasons. For examples:

- 1) He likes to read *in* the afternoon.
2) The days are long *in* August.

Since, for, by, from—to, from—until, during, (with) in– expresses extended time. For examples:

- 1) She has been gone *since* yesterday. (She left yesterday and has not returned)
2) I'm going to Paris *for* two weeks. (I will spend two weeks there)

b. Preposition for place

In– describes the point itself. For example:

- 1) *There is a table in the room.*
2) *My shoes are in the box.*

Inside– expresses something contained. For example:

- 1) *Out the present inside the box.*
2) *There is something special inside the pink parcel.*

On– talks about the surface. For example:

- 1) *I left your keys on the table.*
2) *The clock is on the wall.*

At– talks about a general vicinity. For example:

1) *She was waiting at the corner.*

2) *I told her to stay at home.*

c. Preposition for introducing objects of verbs

At– with verbs glance, laugh, look, rejoice, smile, and stare. For examples:

1) *You didn't laugh at his joke.*

2) *I'm looking at the computer monitor.*

7. Conjunctions (Joining word)

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected (ETS, 2015). For examples: *and, or, but, because, so* as in *I was hot and exhausted but I still finished the marathon.*

There are three types of conjunctions as follows:

a. Conjunctions connecting Subjects, for examples:

1. *You or she may erase the chalkboard.*

2. *The mother cat and her kittens snuggled in their cozy box.*

b. Conjunctions connecting Predicates, for examples:

1. *The kitty pawed and pulled the string.*

2. *The rickety boat creaked and groaned as it rocked on the rough sea.*

c. Conjunctions connecting Modifiers, for examples:

1. *Always do your assignment neatly and promptly.*

2. *She wore her red and blue dress to the party.*

8. Interjection - (Expressive word)

An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation (ETS, 2015). For examples, *Ouch! Wow! Great! Help! Oh! Hey! Hi!*, for examples:

1) *Wow! I passed my English test.*

2) *Ouch! That hurt.*

The followings are the list of interjection:

Aah, Aah, Aww, Bingo, Eh, Eww, Wow, Hey, Well, What, Hurrah, Hmph, Oh, Oops, Ouch, Shh, Uh oh, Whew, Yay/Yaay, Yeah, Yikes, Yippee, Uh, Hush, Hmm, Er, Um, Bravo, Hello, Ugh, Ah, Ha ha, Well done, Alas, Fie, Hi, Yes, Ouch, Help, Happy Birthday, Good morning, dear, Hark, oops, huh, yum, etc.

2.2.2. Concept of Error

Error is the flawed side of learner speech or writing. They are those parts of conversation or composition that is dedicated from some selected norm of mature language performance. Meanwhile, Brown (2000:170) stated that error is as noticeable deviation from the adult grammar of a native speaker. A mistake refers to a performance error that is either random or a slip of tongue, it is failure to utilize a known system correctly (Brown, 1980:165). A mistake refers to performance of error that is a random guessing or slip. Mistakes are caused by hesitation, slips of the tongue. The learner, who makes mistakes, will sometimes use one form and sometimes the others.

Brown (1980:165) insists that “it is crucial to make a distinction between mistakes and errors” because they are “technically two very different phenomena”. The concept of intentionality plays an essential role when defining an error since “an error arises only when there was no intention to commit one” (James, 1998:1). So an erroneous utterance is that which was made unintentionally, whereas when there is an intention to produce a deviant utterance, we simply call it deviance. A good example of a language deviance is an advertising jingle (James, 1998:77).

The basic distinction between a mistake and an error is also based on the concept of corrigibility. If the learner is able to self-correct after using an incorrect expression or utterance, we are talking about a mistake. On the other hand, when the learner produces an unintentionally deviant utterance and is not able to self-correct, he or she committed an error (James, 1998:78).

Corder (1971 in James, 1998) associates the error vs. mistake distinction to the issue of competence vs. performance. In this way, errors are seen as failures of competence and mistakes as failures of performance. Corder argues that, mistakes are of no significance to the process of language learning since they do not reflect a defect in our knowledge” and “they can occur in L1 as well as L2” (Corder 1967:166-167 cited in James 1998:78-79). On the other hand, errors “are of significance; they do reflect knowledge; they are not self-correctable; and only learners of an L2 make them” (James, 1998:79).

Error analysis has 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, 1974:124; Taylor, 1975; Dulay and Burt, 1974). It means that by knowing students errors in their subject will be easier to the teachers to control and to increase the students' writing ability, and to minimize their errors that they make in recount text.

Corder (1973) says that errors that students make when they learn language are very common. Furthermore, according to Dulay (1982:138) people cannot learn without first systematically committing errors. By making errors, students know the correct one, and the students can learn from the incorrect one. We also have to realize that students errors are the process of learning, the students can learn from their errors. So, almost of the students must make errors when they are learning English because it is difficult to separate errors in the process of learning English.

From the explanations about the writer concluded that error is the failure to use system correctly by the lack of the students' competence. The students can minimize their error and can increase their ability in writing skill. While mistake, refers to the failure to express something when they are speaking.

2.2.3. Concept of Error Analysis

According to Gass and Selinker (2008:103) error analysis is a type of linguistic analysis that focuses on the errors learners make. Error analysis compares between the errors a learner makes in producing the target language and the target language form itself. They explain that, Error analysis provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors, as the latter only attributed errors to the Native Language. It

means that error analysis which concerns in learners' error can explain more about learner's error what contrastive analysis cannot predict.

Ellis and Barkhuizen (2008:52) further explain that error analysis consist of a set of procedures for identifying, describing, and explaining learner errors. Gorbet (1979) also explains that, the basic task of error analysis is to describe how learning occurs by examining the learner's output. According to Corder (1981:25) error analysis can serve the major function that is to investigate the language learning process and to judge whether it is necessary or not for the teacher to have remedial teaching.

From the explanations above, it can be concluded that error analysis is used to see the student's error that make text in learning. The result of the error analysis can be useful for the teacher to identify the progress of language learning that show far the students can master the language they are learning.

2.2.4. Classification of Error

Dulay et.al. (1982:150) propose error taxonomies that classify error according some observable surface feature of the error itself, without reference to underlie cause or source. The taxonomies are linguistic category, surface strategy, comparative, communicative effect and language development. 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.

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*.

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 researcher concerning identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware those learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learners' use of interim principles to produce a new language. In addition, Krashen (1982: 138-139) identifies that most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archaic forms, misordering and regularizing rules. These errors belong to the

Surface Strategy Taxonomy, namely omission, addition, misformation and misordering, defined as follows:

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 examples :

1) Error : They ____ not angry with you last night.

Correct : They *were* not angry with you last night .

It is the missing verb or to-be that should have come after the subject. The error sentence is omitted to be *were*. The sentence was incorrect both grammatically and contextually. The sentence should be *They were not angry with you last night*.

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

2) Error : Anna *wash*_ her clothes yesterday.

Correct : Anna *washed* her clothes yesterday.

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

2. Addition

Error in addition is the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. The addition can be a morpheme or a word. 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 examples:

1) Error : Angie *did not cooked* in the kitchen yesterday.

Correct : Angie *did not cook* in the kitchen yesterday.

There has double marking of *did* and *cooked*. *Cooked* in the sentence should be replaced with *cook* because the word *did* presented past time.

2) Error : Gia washed *some many* clothes last Saturday.

Correct : Gia washed *some* clothes last Saturday or Gia washed *many* clothes last Saturday.

The sentence consists double marking of *some* and *many*.

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 examples:

1) Error : Aliza *readed* her ner novel last night.

Correct : Aliza *read* her ner novel last night.

There has regularization of regular past verb; the verb *read* does not become *readed*, because *read* is irregular verb.

2) Error : Devi *eated* two apples yesterday.

Correct : Devi *ate* two apples yesterday.

There has regularization of regular past verb; the verb *eat* does not become *eated*, because *eat* is irregular verb, the past form of *eat* is *ate*.

c. Simple Addition

Simple addition is a term to express an error in which an addition is neither a double marking nor regularization.

For examples:

1) Error : I *can watched* the movie in the cinema last Friday.

Correct : I *watched the movie* in the cinema last Friday.

There has simple addition of verb II. The sentence is about past event, so the sentence does need modal before the verb II.

2) Error : David *swim* twice a week last month.

Correct : David *swam* twice a week last month.

There has simple addition of verb *swim*. The sentence is about past event, so the verb should be *swam*.

3. Misformation

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

a. Regularization Error

Error that belongs to this category is those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* or *goed* for *went*.

For instance, in the following sentences:

1) Error : He *drived* his car very well when we went to National Park last December.

Correct : He *drove* his car very well when we went to National Park last December.

There has wrong change of verb *drive*, it should be *drove* because the context is about past event.

2) Error : Dwiky *swimed* twice a week last month.

Correct : Dwiky *swam* twice a week last month.

There has regularization error of verb *swim*. The sentence is about past event, so the verb should be *swam*.

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 example in the following sentences:

1) Error : *This* books are yours.

Correct : *These* books are yours.

This is inappropriate for plural noun, the appropriate one is *these*.

2) Error : My holiday was only *first* day.

Correct : My holiday was only *one* day.

First in the sentence is inappropriate, because the sentence did not tell about order.

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 examples:

1) Error : I *driven* my new car last Saturday.

Correct : I *drove* my new car last Saturday.

The form of the verb *driven* is wrong, the correct one is *drove*, because the sentence is a past sentence.

2) Error : Hery's holiday *were* only two days.

Correct : Hery's holiday *were* only two days.

The use of to be *were* is incorrect, the subject is first person pronouns, so the to be shoul be *was*.

4. Misordering

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

For examples:

1) Error : My mother did not know why *was my sister sad*.

Correct : My mother did not know why *my sister was sad*.

The placement to-be *was* is wrong.

2) Error : *Came* the teacher to the class yesterday.

Correct : The teacher came to the class yesterday.

The placement of verb *came* is incorrect because the sentence is a positive

sentence.

5. Blend Error

Besides the theory presented by Dulay above, the researcher also used James' theory. James (1998:1) proposes that the learners' erroneous version is different from the presumed target version. This highlights the ways surface structures altered. The students may omit necessary items or add unnecessary one, they may misform the items or disorder them. The errors can be classified into four types: omission, addition, misformation and misordering. Then, James adds blend error as an addition type of error of surface strategy taxonomy.

Blend error is sometimes called the contamination or cross-association or hybridization error. It is also called as combining or mixing (a substance) with another, so that the component parts undistinguishable from one to the other. In writing, the error is usually called misspelling. This error made because of the misunderstanding about how the words are written, sometimes the students write the words based on how the words are pronounced.

For examples:

1) Error : After *dad*, I went to Smart Park.

Correct : After *that*, I went to Smart Park.

2) Error : I *red* a novel last night.

Correct : I *read* a novel last night.

The two italic words in both sentences 1 and 2 have the same pronunciation. Commonly, the students write the words based on how the words are pronounced. So the students mostly wrong in writing those words in different context as in the example above.

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on the 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 students' 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 prospective of their effect on the listener or reader. For instance, a sentence: *English study the students*. This sentence is wrong ordered and may cause in comprehensible to the listener or reader. It concerns on distinguishing between errors that seem to cause miscommunication and those that do not.

5. Developmental Category

Developmental category occurs when the learners attempt to build up hypotheses about the target language on the basis of limited experience. 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 a learning new

language. Corder (1974:25) distinguishes three steps of errors in learning as evidence by the nature of the systematicity of errors as follows:

1. Pre-systematic Stage

In this stage which the learner is only vaguely aware that there is some systematic order to a particular class of items. At this stage the learner is not able to correct the errors or to explain the error. Typically, very low level students, when trying to talk about the past events, they usually use the present simple for expressing the past time or events.

Example:

T is teacher, S is student

T : Yesterday, I *go* to the cinema. Is the sentence correct?

S : (silent)

T : Yesterday, I *go* to the cinema. Is the sentence correct?

S : I don't know whether the sentence is correct or not.

In this stage, the students cannot correct the error verb *go* instead of *went*, because the sentence is about past event. The sentence should be *Yesterday, I went to the cinema.*

T : I kept my two *novel* on my desk. Is the sentence correct?

S : (silent)

T : I kept my two *novel* on my desk.. Is the sentence correct?

S : I don't know whether the sentence is correct or not.

The students cannot correct the noun *novel* instead of *novels*.

2. Systematic Stage

When the learner has progressed to a systematic stage in a particular area of language, he has begun to discern a system, to be more consistent errors indicating internalization of rules, although *incorrect rules* by native-speaker standards.

While there is no standard convention to establish a certain percentage of correctness to indicate *acquisition* as such, the teacher and researcher are left to judge the systematicity of errors rather subjectively. A systematic error, in Corder's (1973) conceptualization of term, usually cannot be corrected by the learner, but he can *explain* his error in the sense of providing, in different wording or structure, alternative linguistic messages that get his point across and let the hearer know what he was driving at. The following conversation illustrates the point:

T is teacher, S is student

S : I lost my *road*.
 T : What?
 S : I lost my *road*.
 T : You lost your *road*?
 S : Ahh...uuhhh...I lost my self....i got lost....
 T : Oh you lost your *way*?
 S : Oh yes I lost my *way*.

In this stage, the students are not able to correct their errors but they can explain the errors. The noun *road* is inappropriate for the sentence even the meaning almost same. The student can correct the noun *road* instead of *way* by the teacher's help in previous sentence *Oh you lost your way?*, so the sentence should be I lost my way.

S : I *loose* my wallet.
 T : What?
 S : I *loose* my wallet.
 T : You *loose* your wallet? *Loose*?
 S : Oh yes I *lost* my wallet.

The student can correct the verb *loose* instead of *lost* by the teacher's help in previous sentence *you loose your wallet? Loose?*. So the sentence should be I *lost* my wallet.

3. Post-systematic Stage

The learner 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 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 errors then explain the errors, as in the example below.

T is teacher, S is student

- T : Please, read your recount text.
 S : (*reading*)
 T : Stop please. Could you tell me, is the sentence correct?
 S : (*silent for a minute*) Yes, I know, Miss.
 T : Well, could you correct the sentence you made? In the sentence “ Last *holyday*, I *am* very happy”. What do you think about this sentence?
 S :Aaaa. I think it is incorrect, Miss.
 T : Well, which one do you think incorrect?
 S : To be.
 T : Are you sure?
 S : Yes, of course. I am sure.
 T : So, how the sentence should be?
 S : I *was* very happy. Because the event happened in the past.

In this stage, the student is able to explain and correct the error they made as in the dialogue above, the to-be *am* and noun *holyday*. As in the example above, the student can correct the sentence *Last holiday, I amveryhappy* to be *Last holiday, I was very happy*

2.2.5. Recount Text

Based on the School-Based Curriculum or *KTSP*, there are some kinds of texts that students of Junior High School need to learn, one of them is Recount Text.

The writer believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson (1998:24), a recount is a text which retells past events orderly. For example, when we write a diary talk, we sometimes tell the story about our activities from what we do from morning until we go to sleep. In this case, we will write it based on the chronological and time order. When we write a diary, we also create a recount text.

They further explain that a recount text is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

Furthermore according to Derewianka (1999:15) recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem. It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

A recount text has generic structures as follows:

1. Orientation

Orientation introduce the participants the place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.

2. Sequence of Event

This step tells the sequence events that happened in the past based on the time and place when it occurred.

3. Reorientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

According to Darewianka (1992:1), there are three types of recount text:

1. Personal recount

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

For example:

Orientation

Orientation introduce the participants the place and time:

Last year, I went to Bandung because I would to spend my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 AM.

Events

This step tells the sequence events that happened in the past based on the time and place when it occurred:

In the first day, I went to Bandung Zoo because I loved animals. The ticket price was only Rp 25.000. The animal there was very complete.

In the second day, I went to Geological Museum and talked with the guide about Geology. It made me understand about Geology. I saw rocks collection t there.

After that, I went to Bandung train station because I had to go home to Cirebon.

Reorientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story:

My holiday in Bandung was only two days but it was a very interesting holiday.

(GudangPelajaran, 2018)

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 a historical recount.

For example:

Orientation

The participants, the place and time are introduced in this part:

On April 15, 1912, Titanic, one of the British largest and luxurious liners, sank into the North Atlantic Ocean which about 400 miles south of Newfoundland, Canada.

Event

The sequence events that happened in the past based on the time and place when it occurred are told in this part of recount text:

That giant ship which carried 2,200 passengers and crews had struck an iceberg. Two and a half hour later the ship sank into the deep North Atlantic Ocean at 2:20 a.m.

From that tragedy, more than 1,500 people went down in the sinking ship. Some of them froze to death in the icy North Atlantic water and around 700 people (high class woman and children) survived. Unfortunately that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so that the victims of that tragedy were more than the half passengers and crews.

Reorientation

This recount text's part consists of optional closure of events or it can be stating personal comment of the writer to the story:

That tragedy became popular again some years later after James Cameron directed a movie entitled Titanic in 1997. The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.

(GudangPelajaran, 2018)

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.

For example:

Orientation

In this part, the participants, the place and time are introduced:

I was dreaming of being super hero when I was a teenager. I imagined myself as Spiderman.

Event

This second part told about the sequence events that happened in the past based on the time and place when it occurred:

One day, when I was fishing at the river I was bitten by a spider and luckily I was not dying.

At first I felt cold for 24 hours and I was alone in my room. Nobody knew about it. I didn't tell my family because I was afraid they would angry with me.

After that, something had happened in my body and I still did not recognize it. I lived as I did usually, went to school, go home, eating, doing some activities and so on. I realized at the first time that I had a super power was when I was getting an accident. I rode a motor cycle and suddenly there was a bus crashed me. I bounced out of the road and my motor cycle was totally broken. But at that case, I did not feel any hurt. There was no blood out of my body. I was angry at that time because the bus did not stop and escaped. I run after it and I didn't know why I could run so fast and jump so high. I jumped to the back of the bus and climbed it like a spider. I went to the front, stooped the bus and took the driver out of the bus door. I knew that I was no more normal human being. I did nothing more to the bus driver. I went back home and decided the next action to do after that.

Reorientation

The last part of recount text tells about the optional closure of events of the text:

I did nothing like the Spiderman at the movie that help people to catch the criminals. I was an opportunist super hero. I was afraid of killing people so that I hide my power from anybody else. I used my power only when I or my family and friends got into dangerous.

(GudangPelajaran, 2018)

In this research, the type used in this research was personal recount and the topics were last holiday, and unforgettable birthday. Therefore, the researcher chose this topic because the students can express their ideas, emotions, and feeling easily.

According to Derewianka (1992), personal recount tells about activities whereas the writer or speaker involves or do by her or himself (e.g. oral anecdote, diary entry) use first pronouns (I, we). Personal responses to the events can be included, particularly at the end.

A recount text usually includes the following language feature:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. For example in journal or diary. Future tense is sometimes used in conclusion of an imaginative or biographical recount to predict what might happen in the future.
2. Subject-specific term (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone making a recount.
3. A range of conjunctions (because, although, while) is used to link causes within sentences.
4. Time connections (firstly, although, next, finally) are used to separate event into a cohesive whole text.
5. Adverbs (yesterday, outside) and adverbial phrases. For example "In 2015, in top of apartment" are used to indicate specific times and places.
6. Specific participations (noun and pronoun), such as Sandy Pricilia, a beach provide detail and credibility.

The language features has a significant role to help in getting the point of the story. The audience can identify those who are involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by looking for the tense used, the use of past tense directly showed that the text is recount which retell past events always used past tense. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read.

III. RESEARCH METHODS

This chapter explains about research methodology includes research design, the subject of the research, data collecting technique, and data analysis.

3.1 Research Design

In this research, the researcher used a descriptive qualitative approach. Descriptive qualitative approach is concerned with providing description of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment (Seliger and Shohamy, 1989:24).

The writer identified and classified the students' errors based on Surface Strategy Taxonomy and Developmental Category in order to get the results of the research. The description in this research is about the students' errors in recount text writing. In describing the problem of this research, document analysis or context analysis was used by the writer to analyze the errors in recount texts. So, the analysis was based on the data taken from the students' recount texts.

3.2 Subjects of the Research

The subjects of the research were the students at the second grade of SMP Muhammadiyah Bandar Lampung. There are four classes consisted of 20-30 students each class. But the researcher only used one class as the sample of the research and the class was selected based on the English teacher's recommendation who said that the students in that class had high ability in English than others. The total number of the students was 20 students.

3.3 Instrument of the Research

In collecting the data, the writer applied one instrument to elicit students' errors. The instruments were writing task and an informal interview about their recount texts. The writer guided the writing task to collect the data. The writer explained about recount text such as language feature of recount text, and generic structure of recount text. The writer gave an example of recount text to the students. The students used their own idea to make a recount text. The students were asked to write a recount text in approximately 100-200 words or around in three paragraphs with at least three to seven sentences in each paragraph. To be clear, here is how the instruction of the research was developed.

Writing Task

In this writing task, you are assigned to compose a recount text. To do, you should write about your last holiday experiences or your unforgettable moments.

There are some points of direction you should combine. First, the recount text should be consisted of the title, the orientation, the series of events and the re-orientation.

Then, compose a recount text in approximately 100-200 words or around in three paragraphs with at least three to seven sentences in each paragraph. Do not forget to pay attention in using 1) connections or transactional signal for example: *first, then, third, after that, before that, at last, finally* and also in using 2) simple past tense.

After that, the students were asked to come in front of the class one by one to analyze their own recount text and the students' errors were classified based on Surface Strategy Taxonomy and Developmental Category. For gaining the data of Developmental Category, the researcher used an informal interview.

3.4 Data Collecting Technique

In this research there are three steps in collecting the data.

1. Determining the subject of the research, the subjects of the research were the students at the second grade of SMP Muhammadiyah Bandar Lampung. The class consisted of 20 students.

2. Conducting the test, the test was conducted in order to get the data of students' errors that are further analyzed based on the Surface Strategy Taxonomy and Developmental Category.
3. Analyzing the data, in analyzing the data, the writer did it through some important steps, namely recognizing error, classifying errors and calculating the percentage. The researcher did it in pair, with the English teacher in that school to make sure the data analysis.

3.5 Data Analysis

Corder (1981:122) suggests the following steps to conduct an errors analysis research:

1. Collecting the data, data collection was done by giving a writing task; the writer got the data, namely students' recount text writing.
2. Identifying errors, the errors were identified by underlying the errors that students made in recount text writing.
3. Classifying errors, the errors that have been found were grouped and classified into the classes of the errors based on Surface Strategy Taxonomy and Developmental Category.
4. Explaining and calculating errors, the errors were explained by establishing the types of the errors and calculating how often the errors appear.
5. Evaluating errors, the errors were evaluated and tabulated, then the conclusions were drawn.

The writer calculated the percentage of students' errors based on Surface Strategy Taxonomy by using the following formula:

$$\begin{array}{llll}
 1. \text{ POM} & = \frac{\text{Total Omission}}{\text{Total Errors}} & \times & 100\% \\
 2. \text{ PAM} & = \frac{\text{Total Addition}}{\text{Total Errors}} & \times & 100\% \\
 3. \text{ PMF} & = \frac{\text{Total Misformation}}{\text{Total Errors}} & \times & 100\% \\
 4. \text{ PMO} & = \frac{\text{Total Omission}}{\text{Total Errors}} & \times & 100\% \\
 5. \text{ PB} & = \frac{\text{Total Blend Error}}{\text{Total Errors}} & \times & 100\%
 \end{array}$$

(Nation, 1981)

To be more exact the above formula can be illustrated like the following

- a. POM is Percentage of Omission
- b. PAD means Percentage of Addition
- c. PMF refers to Percentage of Misformation
- d. PMO is Percentage of Misordering
- e. PB refers to Percentage of Blend Error

The percentages of students' errors based on Developmental Category were calculated by using these formulas below:

$$\begin{array}{llll}
 1. \text{ PPS} & = \frac{\text{Total Pre-Systematic}}{\text{Total Errors}} & \times & 100\% \\
 2. \text{ PSY} & = \frac{\text{Total Systematic}}{\text{Total Errors}} & \times & 100\%
 \end{array}$$

$$3. \text{ PPO} = \frac{\text{Total Post-Systematic}}{\text{Total Errors}} \times 100\%$$

(Nation, 1981)

Below are the clear points of illustrated above

- a. PPS is Percentage of Pre-Systematic
- b. PSY means Percentage of Systematic
- c. PPO refers to Percentage of Post-Systematic

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions and suggestions drawn from the description and discussions of the results presented in the previous chapter.

5.1. Conclusions

Having analyzed the students' errors in recount text writing, the conclusions of this research are being further explained as follows:

1. There are five types of grammatical error appeared in students' recount texts based on Surface Strategy Taxonomy, namely:
 - 1.1. Addition (6.70%), this error occurred when the students added unnecessary nouns or verbs in a sentence.
 - 1.2. Omission (36.60%), this error occurred when the students omitted necessary items of a sentence.
 - 1.3. Misordering (7.73%), this error occurred when the students misordered the words classes of a sentence.
 - 1.4. Misformation (3.60%), this error occurred when the words choices are misformed by the students.

1.5. Blend error (45.40%), this error occurred when words are misspelled by the students in arranging a sentence.

In terms of Developmental Category the error which appeared, included:

1. Systematic stage (54%), in this stage, the student is able to explain the error and correct the error even the correction is still wrong.
2. Post-systematic stage (34%), in this stage, the student is able to correct and explain the error.
3. Pre-systematic stage (12%), in this stage, the student is not able to correct and explain the error.

2. Blend error (45.40%) is the type of error which is most frequently made by the students and error in misinformation (3.60%) is the least. The stage which most frequently occurred is Systematic Stage (54%); followed by Post-systematic Stage (34%), and Pre-systematic Stage (12%).

5.2. Suggestions

Referring to the research findings, there are suggestions given in order to make the next research better. The suggestions are as follows:

For English teachers:

1. As can be seen that blend error is the most error occurred in the students' recount texts, the English teachers should train the students to practice more

about applying English correctly, especially English's spelling. For example, by giving a vocabulary exercise, practice more about English's spelling.

2. English teachers should not ignore the errors made by the students especially in Pre-systematic stage it is better if English teacher could solve this problem such as by giving more practice or re-examination for the students who have not passed the exam.
3. In order to minimize the students' errors, it is suggested to improve the students' knowledge of English grammar by teaching them how to construct good sentences both grammatically and appropriately.
4. Besides, the English teachers should set the first priority of the errors that mostly occurred and should consider that in Indonesian language there is no grammar like it is in English.

For future researches:

1. For the next researches, it is suggested to find out the way to overcome the errors made by the students especially blend error which the most error occurred in the students' recount texts.
2. Examining constructs (or variables) that were included in the conceptual framework but were not focused, or focus on one taxonomy in different texts.

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