

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is language for communication among people in the world for education, economic, social, government, etc. Many countries in the world use it as second language. In Indonesia, English is foreign language that must be mastered or learned by students. Education department of Indonesia government has claimed the importance of English. The government has applied English subject in learning process that must be mastered by students. English has been included as a compulsory subject to learn at University, Senior high school and Junior high school which used as standard for graduation.

According to Brown (2007: 52) learning English is like mother language learning where learning language is imitated problem. A learner should have listening and speaking skills. No body wants to teach reading and writing. However, reading and writing are other step in language acquisition. The first is of teaching learning English to child or learner in listening and speaking. Then, the second step is teaching reading and writing.

Writing skill includes in one of active skill in Language learning. Writing is a way to express ideas in written. In writing, the ideas on mind be explained through a written. Therefore, the writing must clear to understand. The ability to arrange vocabularies must be concerned. That is why, writing includes in complex skill to learn because of thinking process is needed in writing. In Indonesia, English is taught as a foreign language. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. According to the curriculum SMA Rk Deli

Murni Delitua , Writing in the First Year students is taught into 5 kinds of texts: Recount, Narrative, Procedure, Descriptive, and News Item. Here the writer only used writing Recount text to be analyzed.

Actually, Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good English grammatical. The main purpose of the learners writing activity is “to catch grammar, spelling, and punctuation errors. According to Stanley *et al.*, there are 12 types of punctuations.They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (“”), and the apostrophe (‘). These activities are distinguished as composition writing; those are called guided writing.

In senior high school, the students are given a topic and write in a short text. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher did not aware about students’ mistakes. Then the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error.

James (1998: 78) said that: If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.

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 middlewriting, and may be they will find many students who have low

ability in writing English. Because that it was important by the teacher to give error analysis in students writing. James (1998) stated that Error Analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

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

Because of the explanation above, the writer is interested in analyzing students' writing especially in their grammatical mistake in apostrophe and with title **“An Errors Analysis of Using Apostrophe in Writing Recount Text at Second Grade Student at SMA Rk Deli Murni Delitua Academic Year 2017/2018.”**

1.2 The Problems of the Study

In relation to the background of study, the problems are formulated as follows;

1. What types of apostrophe's errors used by the students of SMA Rk Deli Murni Delitua in writing recount text?
2. What types of apostrophe's error is the dominant used by the students of SMA Rk Deli Murni Delitua in writing recount text?

1.3 The Objectives of the Study

In relation to the problems, the objectives of the study are ;

1. To discover of apostrophe's errors used by the students of SMA Rk Deli Murni Delitua in writing recount text.

2. To find out the dominant apostrophe's error used by the students of SMA Rk Deli Murni Delitua in writing recount text.

1.4 The Scopes of the Study

The Scopes of the Study is there are many types of error, namely syntax errors, logical errors and run-time errors. The focus analysis in this study is syntax error in the punctuation of apostrophe's used in make words possessive, make contractions, and make odd plurals. The research subject is the second grade students of SMA Rk Deli Murni Delitua. This study concerns with the students' writing ability and apostrophe's error in writing recount text.

1.5 The Significances of the Study

The findings of this study are expected to give theoretically and practically benefits.

1. Theoretically
 - a. The findings of this study are expected to use as an additional reference to improve their ability in case of error in using apostrophe in the text.
 - b. The findings of this study are expected to help English teachers to design better teaching material and to improve a technique used in teaching writing, especially about using apostrophe in the text.
 - c. To give contribution to the development of literary studies in Nommensen Hkbp University of Medan especially for English Department.
2. Practically

The writer hopes that result of experiment will be useful for teachers and readers who are analyzing teaching English to the secondary students.

CHAPTER II

REVIEW OF LITERATURE

2.1 Error Analysis

2.1.1 Definition of Error Analysis

In learning a language, learners make errors partly because of interlingual transfer or overgeneralization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. Foreign language teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis.

The study of errors is carried out by means of Error Analysis (EA). In the 1970s, EA supplanted Contrastive Analysis (CA), which sought to predict the errors that learners make by identifying the linguistic differences their L1 and target language. The underlying assumption of CA was that errors occurred primarily as a result of interference when the learners transferred native language habits into the L2. Interference was believed to take place whenever the habits of the native language differed from those of the target language. CA gave way EA as this assumption came to be challenged. Whereas CA looked at only the learner's native language and target language (i.e. fully formed language), EA provided a methodology for investigating learner language. For this reason EA constitutes an appropriate starting point for the study of learner L2 acquisition (Ellis, 1996: 47-48). From the definition, the writer can conclude that error analysis may be defined as a study of student's errors covering collecting samples, identifying, describing, classifying, and evaluating errors.

2.1.2 The Differences Between Errors and Mistakes

Some people have overlapping perception between *Error* and *Mistake*, sodo some teachers. Then further dealing with *Error* and *Mistake* becomes inappropriate treated and then it

gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between *Error* and *Mistake* is necessary in order to have sound explanation. Inevitably the learner will make *Mistakes* and *Errors* in the language acquisition process. As Dulay (1982: 138) hints that, "Making error is an inevitable part of learning. People cannot learn language without first systematically committing errors".

Further Brown (2007: 257) distinguishes between *Mistake* and *Error*. He explains that: A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. It means that *Error* reveals the learner's knowledge of the target language, while *Mistake* is the learner's temporary impediment or imperfection in process of utilizing the language.

2.1.3 Definition of Error

Brown (1987: 125) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. While Richards (1997: 25) states that a learner's errors provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some systems, although it is not yet the right system). The appearance of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and

intelligence. It has a relationship with the learner's language competence. In learning a second language, some errors appear because the learners have not yet understood the grammar of the second language.

2.1.4 Types of Error

Betty Schramper Azar (1989: A29-A30) divides the type of errors into fourteen kinds. The explanation is elaborated as follows:

a) Singular-Plural

According to Bruce and Rafoth (2009 : 1) Some nouns are both countable and noncountable, depending on the meaning of the word and situation in which the word is used. Generally, if a noun can be made plural, it is countable but not always. For example, *intelligence* is generally considered to be noncountable. Yet it is now common to discuss Howard Gardner's *theory of multiple intelligences* in an academic atmosphere. This can cause confusion for your ESL writers.

b) Word Form

Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of inflections to be attached.

It means that word form is the change form of word based on the grammatical rules, for example, *beautiful* (adjective), *beautifully* (adverb). The error word form in a sentence e.g. I saw a *beauty* picture.

c) Word choice (Diction)

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence; *I am looking at you.*

d) Verb tense

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress. Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future. It means that verb tense is the changing form of verb as symbol which expresses or tells about activity, condition and statement happened in the past, present and future.

e) Add a word

Add a word has slight similar example with the term of *Omission* in Dulay, *et al.* According to Dulay (1982: 156), *Omission* is the absence of an item of morphemes that must appear in a sentence or utterance, e.g. *They want ^ go to the museum.* The absence preposition is *to*, the sentence called Omission Error of preposition *to* according to Dulay *et al*, while according to Betty S. Azzar (1989) e.g. *They want ^ go to the museum* is categorized as error *Add a word*, because the preposition *to* must be added in the sentence.

f) Omit a word

Omit a word is same as *Addition* in Dulay *et al* theory in the termof example. Betty S. Azzar gives example the error of Omit a word e.g. *She entered to the university*. The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word. While according to Dulay *et ale.g. She entered tothe university* is categorized as Addition Error which the preposition *to* considered as a morpheme that mustn't be added in the sentence.

g) Word Order

In linguistic, word order typology refers to the study of the order ofthe syntactic constituents of a language, and how different language can employ different orders.It means that word order is to place the word correctly based on the rules, the error in word order e.g. I saw *five times that movie*.

h) Incomplete Sentence

Stanley (1988: 439) defines Incomplete sentences are missing necessary words or phrases.The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance.

There are causes and examples of incomplete sentences:

1. In a compound construction, a word that functions *as* butdiffers grammatically from a preceding word should not be omitted. For example,*The car was given an oil change, and its wheels (?) aligned*.
2. An incomplete sentence also results when a comparison is made completely or illogically. For example, *My car is faster (?)*

i) Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words form with suffixes.

1. Final Silent –e

Drop a final silent –e before suffixes beginning with a vowel (*ing, age, able*). Keep a final silent –e before suffixes beginning with a consonant (*ful, ly, ness*).

Hope + ing = Hoping *Hope + ful = Hopeful*

Dot + age = Dotage *Late + ly = Lately*

Learn the following exceptions: *dyeing, hoeing, gluey, awful, ninth, truly, duly, wholly*. The -e is retained in such words as the following in order to keep them soft sound of c and g: *noticeable, peaceable, courageous, and outrageous*.

2. Doubling Final Consonant

When adding a suffix beginning with a vowel to words ending in one consonant proceed by one vowel (*Red, Redder*), notice where the word is accented. If it is accented on the last syllable or if it is a monosyllable, *double* the final consonant.

Prefer + ed = Preferred *Benefit + ed = Benefited*

Omit + ing = Omitting *Profit + ing = Profiting*

Note that in some words the accent shifts when the suffix is added.

Referred *Reference*

Preferring *Preference*

There are a few exceptions to this rule, like *transferable* and *excellent*; and many words that should follow the rule have alternate spellings: either *worshiped* or *worshipped*; *traveling* or *travelling*; *traveler* or *traveler*.

3. Words Ending in -y

If the -y is preceded by a consonant, change the -y to -i before any suffix except -ing.

Lady + es = Ladies

Lonely + ness = Loneliness

Try + ed = Tried

Accompany + es = Accompanies

j) Punctuation

“Punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same.” According to Stanley *et al.*, there are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (“”), and the apostrophe (‘).

k) Capitalization

Capitalization is to capitalize the first letter of a word. Alice Oshima *et.al*(2007: 7) stated that in English there are many rules for using capital letters.

Notice the following table:

Table 2.1

Capitalization Rules

No.	Rule	Example
1.	The first word in a sentence	M y best friend is my cat.
2.	The Pronoun <i>I</i>	She and I never argue.
3.	Abbreviations and acronyms formed from the first letters of words	USA, IBM, AIDS.
4.	All proper nouns.	G od, N ew Y ork C ity, A sian, etc.

l) Article

According Stanley (1988: 431-432) The articles are *a*, *an* and *the*. They modify noun. *A* and *a* are indefinite; a car could mean any car. *The* is indefinite: the car indicates a specific car. The

article *a* precedes nouns that start with a consonant sound (*a rocket*). The article *an* precedes nouns that start with a vowel sound (*an astronaut*).

m) Meaning Not Clear

Meaning not clear happens when a sentence or utterance is not interpretable, for example: *He borrowed some smoke*.

n) Run-On Sentence

Langan (2001: 432) defines a *run-on* as two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as *fused sentences*: they are fused, or joined together, as if they were only one thought. It means that a run-on sentence is two simple sentences joined together without a comma and without a connecting word. The example of error sentences based on the type of errors above are as follows:

Table 2.2

The types of Error based on Betty Schampfer Azar

No.	Types of Error	Example
1.	Singular-plural	Incorrect : She <i>have</i> been here for six <i>month</i> . Correct : She has been here for six months .
2.	Word form	Incorrect : I saw a <i>beauty</i> picture. Correct : I saw a beautiful picture.
3.	Word choice	Incorrect : She got <i>on</i> the taxi. Correct : She got into the taxi.
4.	Verb tense	Incorrect : He <i>is here</i> since June. Correct : He has been here since June.
5.	+ Add a word	Incorrect : I want ^ go to the zoo. Correct : I want to go to the zoo.
6.	Omit a word	Incorrect : She entered <i>to</i> the university. Correct : She entered the university.
7.	Word Order	Incorrect : I saw <i>five times that movie</i> . Correct : I saw that movie five times
8.	Incomplete Sentence	Incorrect : <i>I went to bed. Because I wa tired.</i> Correct : I went to bed because I was tired.
9.	Spelling	Incorrect : An accident <i>occured</i> . Correct : An accident occurred .
10.	Punctuation	Incorrect : What did he say. Correct : What did he say?

11.	Capitalization	Incorrect : I am studying <i>english</i> . Correct : I am studying English .
12.	Article	Incorrect : I had <i>a</i> accident. Correct : I had an accident.
13.	Meaning Not Clear	Incorrect : He <i>borrowed</i> some smoke. ???
14.	Run-on Sentence	Incorrect : <i>My roommate was sleeping, we didn't want to wake her up.</i> Correct : My roommate was sleeping. We didn't want to wake her up.

There are several types of errors according to

some experts as elaborated above. The writer decides to use the types of error based on Betty S. Azar's classification of errors to measure the error of students' writing in grammatical aspect.

2.1.5 The Sources of Error

It's necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis (1996: 53) points out the source of error into four categories:

- a) Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
- b) Sociolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.
- c) Epistemic sources concern the learners' lack of world knowledge.
- d) Discourse sources involve problems in the organization of information into a coherent 'text'.

2.1.6 The Causes of Error

Norrish (1983: 21-26) exposes three causes of errors:

- a) *Carelessness*: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials or the style of presentation do not suit him.

- b) *First language interference*: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped towards those of the language he was learning.
- c) *Translation*: Probably the most students make errors is translation. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word.

It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

2.1.7 The Procedure of Error Analysis

In error analysis research, there are some procedures that are suggested by the experts. Corder in Ellis (2008: 57) proposes five steps; these are: collection of sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. While James Carl (1998: 91) in his book "Error in Language Learning and Use: Exploring Error Analysis" explains that there are five procedures in identification of errors; error detection, locating error, describing error, classifying error, counting error.

2.1.8 The Use of Error Analysis

Corder in Ellis (1996: 48) notes that errors provide information for the teacher about how much the learner has learnt, provide the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of the target language. The same opinion is proposed by Norrish (1983: 80). He states that an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that by using error analysis as a monitoring device, the teacher can assess more objectively how teaching is helping his students.

While Dulay (1982: 138) states that studying students' errors serve two major purposes; it provides data from which inferences about the nature of the language learning process can be made, it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which errors types detract most from a learner's ability to communicate effectively.

So, The use of Error Analysis is to understand the learning process of second language learning and to know what strategies used by learners in learning seeking language.

2.2 Writing

2.2.1 Definition of Writing

Writing is a skill which not all people can do. Someone needs a skill to write and the skill does not come by itself so that one has to learn to write to have the skill. “. . . that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.” (Brown, 2001: 334). The statement tells that writing is a special skill which is different from the other productive skill, speaking. Unlike speaking, which universally people learn and they do not need to be taught to be able to speak as long as they have devices for speaking, writing needs to be learned so that one have the ability to write. Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing's rules. Moreover, for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing, Richards and Willy (2002: 303) explained that: There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level

skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on. Celce-Murcia *et.al*(2000: 142) give their idea about writing that: Writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. The writer, in other words, communicates his/her ideas in the form of a written text from which known or unknown reader will eventually extract the ideas and their meanings.

It means that writing is a hard skill for foreign learners because the learners don't only concentrate in communicating and composing the idea into comprehended writing but also must pay attention to the writing's rule.

English teacher can use writing as a means of learning or evidence of successful learning. A good writing reflects a plenty of practicing because it needs processes of thinking and then evaluating and revising it. White highlights that Ronald V. White (1995: 15) said that "Writing can be viewed as involving a number of thinking process which is drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises". Richards (1990: 100) hints that "Writing is used either as evidence of successful learning or as a means of learning". It can be summed up that writing can be as a tool for learning feedback.

It can be concluded that through writing many information and knowledge can be shared, therefore writing can develop human's life. While, writing in the sense of learning English is a challenging activity for foreign language learners because the FL learners not only have to interpret the idea into comprehended text but also they have to pay attention to the writing's rules. However, writing reflects the FL learners competency because it can be such a tool that gives feedback in the learning process. So

that the teacher can make the effective classroom activities and the student can enjoy the learning process well.

2.2.2 The Purpose of Writing

Hughey (1983: 33) defines Writing is an instrument of both communication and self-expression states that in doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied. There is a single ways of writing correct English, it is therefore important for students to read as widely as possible in order to be familiar with different variation of writing English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

As students in English, however, they have to understand about writing, not only writing but also the component about writing.

As a skill, writing serves four crucial, enduring purposes for the learner. According to Hughey there are four the functions and benefits of writing:

- 1) Writing is an essential form of communication
- 2) Writing is for critical thinking and problem solving
- 3) Writing is for self-actualization
- 4) Writing helps us control our personal environment.

It seems that writing has its own purpose which it depends on the author's goal in composing the text.

Based on the explanation above the main purpose of writing is to express

the idea that we want to express in our life as well as can be received by all people around us. The idea of writing can be delivered in different ways depended on the author's intention.

2.2.3 The Types of Writing Text

Anderson and Kathy Anderson (1997: 3-5) said that Students of Second gradened to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. In order to understand each of the type of writing texts easily, the explanation is drawn up into a table as follows:

Table 2.3
The Types of Writing Texts

Text Type	Example of Text	Explanation
Narrative	<p>1) Orientation Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.</p> <p>2) Complication One day an invitation to the ball cameto the family. Her stepsister didn't let her go, so Cinderella was very sad. The stepsister went to the ball without her.</p> <p>3) Resolution Fortunately, the fairy came andhelped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her.</p> <p>4) Coda They lived happily ever after.</p>	Narrative text is text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.
Recount	<p style="text-align: center;"><u>Earthquake</u></p> <p>1) Orientation I was driving along the coast whenthe car suddenly lunched to one side.</p> <p>2) Sequence of Events At first I thought a tire had gone butthen I saw telegraph poles collapsing likematchsticks. The rocks came tumblingacross the road and I had to abandon thecar.</p> <p>3) Reorientation When I got back to town, well, as Isaid, there wasn't much left.</p>	Recount text is a piece of text that retells past events, usually in the order in which they happened.The purpose is to give the audience a description of what occurred and when it occurred.
Procedure	<p style="text-align: center;"><u>How to Make Jelly</u></p> <p>1) Goal</p>	Procedure text is a piece of text that

	<p>Jelly can be very simply by following these directions.</p> <p>2) Materials You will need one packet of Jelly crystals, a 500 ml jug, 250 ml boiling water, 200 ml of cold water, a bowl.</p> <p>3) Steps</p> <ol style="list-style-type: none"> 1. Empty contents of a packet of jelly crystals into the jug. 2. Add boiling water. 3. Stir well until crystals dissolve. 4. Add the cold water and stir. 5. Pour mixture into a bowl. 6. Refrigerate until firm. 	<p>gives instruction for doing something. The purpose is to explain how something can be done.</p>
Descriptive	<p style="text-align: center;"><u>My Pet</u></p> <p>1) Identification I have a pet. It is a dog and I call it Brownie.</p> <p>2) Description Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie doesn't like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not like bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.</p>	<p>Descriptive text is a piece of text that describes living things or non-living things. Its purpose is to describe to audience the characteristics of people, things, animals, or places.</p>
Report (Information Report)	<p>1) General Classification For many years people believed that the cleverest animals after man were the chimpanzees. Now, however there is proof that dolphins may be even cleverer than these big apes.</p> <p>2) Description Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, like a human being. Dolphins have a simple language. They are able to talk to another. It may be possible for man to learn how to talk to dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language with both he and the dolphins can understand. Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.</p>	<p>An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior and qualities. Its purpose is to classify, describe or to present information about a subject.</p>

Meanwhile, Hedge (1998: 95-96) has more thorough classification of the writing activity types in general. He divided the writing types into six kinds as follows:

a. Personal writing

Is writing for oneself, and includes various kinds of aide-memoires, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journals in English provides valuable practice opportunities. It seems that personal writing is individual writing which is used to write the important things in the person's activity.

b. Study writing

Is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures, and makes summaries for exam revision. All of these types require skills which can usefully be taught to students learning English for study purpose. It means that study writing is writing used as note for the students in their study.

c. Public writing

Is writing as a member of the general public to organizations or institutions, so that there are certain conventions to keep to in the writing. It includes such activities as writing letters of enquiry, complaint, letter to the editor, form filling, and applications. Different from the two kinds of writing above, in public writing the author shares his/her writing to public area. The writing's rules in public writing must be applied appropriately by the author.

d. Creative writing

Can include poems, stories, rhymes, drama, all types of writing which again are mainly for oneself but which may be shared with others. It is a kind of writing most commonly found at primary and lower secondary levels in mother-tongue classroom. In these contexts it has the values of helping personal and social development, building confidence and self-esteem, and developing writing skills through narrative. Some teachers report great success with creative writing in general-purpose English classes to adults, but careful decisions

are necessary about its appropriateness and likely success with particular groups of adults. It can be summed up that creative writing is used as a development stage to write which mostly the content of writing is related to the literacy.

e. Social writing

Is a category which includes all the writing that establishes and maintains social relationships with family and friends. Social writing is used for people who want to send a message in order to establish or maintain communication with other people.

f. Institutional writing

Relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields. It may well be possible to draw up a core of this type of writing which all professional people need to be able to write, e.g. reports, summaries, minutes, memos, etc. however, each area of activity will have its own specialized texts, such as legal contracts or academic essays (Hedge 1998: 96). Language students in these more specialized groups can usually draw up specifications of their own needs in writing English, and provide authentic products. Institutional writing is used for people in the institution or professional area, this kind of writing is regarded as formal writing which the author has to conform to the writing's conventions. The types of writing above can be specified into table as below:

Table 2.4

The Types of Writing

<u>Personal Writing</u>	<u>Public Writing</u>	<u>Creative Writing</u>
a) Diaries. b) Journals. c) Shopping List. d) Reminders for	a) Letter of: 1. Enquiry. 2. Complaint. 3. Request.	a) Poems. b) Stories. c) Rhymes. d) Drama.

oneself. e) Packing Lists. f) Addresses. g) Recipes.	b) Form Filling. c) Applications/Memberships	e) Songs. f) Autobiography.
<u>Social Writing</u> a) Letter. b) Invitations. c) Notes. 1) Of condolence. 2) Of thanks 3) Of congratulations. d) Cablegrams. e) Telephone messages. f) Instructions to: 1. Friends 2. Family	<u>Study Writing</u> a) Making notes while reading. b) Taking notes from lectures. c) Making a card index. d) Summaries. e) Synopses. f) Reviews. g) Reports of: h) Experiments. i) Workshops. j) Visits. k) Essays. l) Bibliographies	<u>Institutional Writing</u> a) Agendas. b) Minutes. c) Memoranda. d) Reports. e) Reviews. f) Contracts. g) Business letters. h) Public notice. i) Advertisement. j) Posters. k) Instructions. l) Speeches. m) Applications. n) Curriculum Vitae. o) Specifications. p) Note-making(doctors and otherprofessional).

2.2.4 The Stage of Writing Process

According to Oshima and Hogue (2007: 15-18) there are roughly four steps in writingprocess, namely:

Step 1: Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In thisstep, you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write itdown! Keep on writing until the flow of ideas stops. In prewriting step, the student start to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

Step 2: Organizing

The next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

Step 3: Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end. After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

Step 4: Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing). This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.

2.3 Apostrophes

2.3.1 Definition of Apostrophes

Apostrophe is used to show where letters are omitted in forming the contraction (Langan, 2006 : 514). An apostrophe is a form of punctuation. It is used to indicate the omission of one or

more letters from a word and also to identify a noun in the possessive case. Apostrophe is a figure of speech in which a speaker directly addresses someone (or something) that is not present or cannot respond in reality. The entity being addressed can be absent, dead, or imaginary person, but it can also be an inanimate object (like stars or the ocean), an abstract idea (like love or fate), or being (such as a Muse or god).

Some additional key details about apostrophe Quirk (1985: 1636)

- a. Apostrophe, the figure of speech, should not be confused with apostrophe, the punctuation mark.
- b. The word “apostrophe,” which comes from ancient Greek, literally means “turning away,” because to perform apostrophe on stage, an actor turns away from the scene to address an absent entity.
- c. An apostrophe is often introduced by the exclamation “O” as when Juliet cries out: “O Romeo, Romeo, Wherefore art thou Romeo?”
- d. Apostrophe appears most often in poetry and plays, though it can appear in prose literature well.
- e. Apostrophe always addresses its object in the second person. Sometimes this address involves the word “you” or the more formal ‘thou.’ Other times the “you” is not included, as when the narrator of Herman Melville’s story *Bartleby, the Scrivener* ends his tale with the despairing apostrophe: “Ah, Bartleby! Ah, humanity!”

2.3.2 Rules For Finding and Fixing Apostrophe Errors

According to Robin L. Simmons (1997: 5) there are five rules for finding and fixing apostrophe errors ; Understand the problem, use The apostrophe to make words possessive,

use the apostrophe to make contractions, use the apostrophe to make odd plurals, and remember that just because a word ends in *s* doesn't mean it must have an apostrophe.

a) Understand The Problem

Although the apostrophe might look like a *comma* defying gravity, this mark of punctuation has three distinct jobs: to show possession, make contractions, and form odd plurals.

b) Use The Apostrophe to Make Words Possessive.

You can show possession the long way or the short way. The long way requires a *phrase* using a word like *belong* or *own*. A *preposition* such as *of* will also do the trick.

- 1) The donut *belonging* to Vince
- 2) The hot sports car *owned* by Sylvia
- 3) The home *of* the Watsons

Showing possession with an apostrophe [added *s*] reduces the word count:

- 1) Vince's donut
- 2) *Sylvia's* hot sports car
- 3) The *Watsons'* home

To use the apostrophe to show possession, follow the guidelines below.

Nouns Without A Final S

Nouns that *do* end in *s* require more thought. If the noun is *plural*, just attach an apostrophe.

- a. The leashes for the dogs = The *dogs'* leashes
- b. The grades of the students = The *students'* grades
- c. The wages earned by the workers = The *workers'* wages

The location of the apostrophe clues an educated reader about numbers. Take the noun *dog*, for example. If the apostrophe comes before the *s*, we know that *one* dog has *multiple* leashes:

The *dog's* leashes

But if the apostrophe comes after the *s*, we understand that *many* dogs have a *variety* of leashes: The *dogs'* leashes

If the noun ending in *s* is singular, most sources recommend adding both the apostrophe and an additional *s*.

- a) The bad luck that plagues Odysseus = *Odysseus's* bad luck
- b) The strong tentacles of the octopus = The *octopus's* strong tentacles
- c) The directive given by the boss = The *boss's* directive

In these cases, the apostrophe + additional *s* adds another syllable to the pronunciation. If the extra syllable sounds unnatural, add the apostrophe alone. So you can write Odysseus's bad luck because Odysseus-ES sounds okay, but you just need *Achilles'* hot temper because Achilles-EZ sounds weird.

Since "sounds natural" can be a matter of region or opinion, your best bet in these cases is to consult the textbook or handbook assigned to your class, the teacher or professor who will be evaluating your assignment, or your supervisor or the style manual that your industry uses. Then follow the advice that you get.

c) Use The Apostrophe to Make Contractions.

The apostrophe indicates when a writer has combined two or more words into a single word.

Here are some examples:

- 1. Can not = *Can't*
- 2. Does not = *Doesn't*

3. Let us = *Let's*
4. I am = *I'm*
5. It is = *It's*
6. We have = *We've*
7. They are = *They're*
8. He will = *He'll*
9. She has = *She's*
10. You had = *You'd*
11. They would have = *They'd've*

If you are writing for a very formal audience—a teacher, a boss, an editor, a snotty group of intellectuals—you might want to err on the side of stuffy and spell out the words rather than contract them:

~~We'd've~~ *We would have* arrived on time if our car ~~hadn't~~ *had not* gotten a flat tire.

d) Use The Apostrophe to Make Odd Plurals.

1. Letters

Whenever you have *plural* lower-case letters, use the apostrophe + s to make the letters plural.

- a) Grandma prefers to sign birthday cards with *k's* and *h's* instead of *x's* and *o's*.
- b) Do you remember how many *t's* are in the word *commitment*?

If you have *capital* letters, however, most writers use just the *s*.

- a) David has two *BAs*—one in art history and the other in classical studies—but no job.
- b) Sharon has two *DOBs*, the official one on her birth certificate and the one four months later when her great-aunt Matilda remembers to send a check.

Some writers will use apostrophe + s to make capital letters plural to avoid confusion.

- a) Look at all of those *I's* in your project summary. You did have two other teammates, right?
- b) Kevin earned only three *A's* this semester, missing a 4.0 because of one missed question on Dr. Grayson's final exam.

These apostrophes help you not confuse *I's* with the **verb** *Is* or *A's* with the **subordinate conjunction** *As*.

2. Numbers

To make numbers plural, most writers use only an *s*.

- a) To escape the high *90s* in town, we drove to the beach to enjoy the cool ocean breeze.
- b) If you give me all *20s*, my pocket will bulge with cash!

You will, however, see some writers use **apostrophe + s**.

- a) To escape the high *90's* in town, we drove to the beach to enjoy the cool ocean breeze.
- b) If you give me all *20's*, my pocket will bulge with cash!

What's best—*90s* or *90's*, *20s* or *20's*? Whatever your textbook, teacher, boss, or industry style guide recommends. Decide who is your intended audience, and then use what that person or group *expects*.

3. Other Parts of Speech Used as Nouns

Sometimes you will need to use another part of speech as if it were a noun. If the expression is common, use just an *s* to make it plural.

- a) The *haves* opened their lunch bags and began munching in front of us *have-nots*.
- b) My favorite reality shows focus on *befores* and *afters*.

But if you use another part of speech as a noun in a less familiar way, you can form the plural with **apostrophe + s**.

a) With her red pen, Dr. Pennington crossed through all of the *well's* I had used as transitions.

b) A chorus of *ah-ha's* filled the classroom as Prof. Warner finally solved the difficult equation on the board.

e) **Remember That Just Because A Word Ends in S Doesn't Mean It Must Have An Apostrophe.**

Some people get so used to seeing apostrophes with *s*'s that they think every word that ends in *s* requires an apostrophe. Don't make this mistake! For example, singular present tense verbs end in *s* but do not need any punctuation. Sheila ~~know~~*s* that Daniel does not have enough color sense to buy the house paint unsupervised. Most plural nouns end in *s*, but unless they are possessive, you don't include the apostrophe. The ~~monkey~~*s* wanted the students' juice boxes.

2.3.3 Functions of Apostrophes

According to Concordia University Saint Paul Writing Center handouts (2018) Apostrophes have four main functions: creating possessive nouns (both singular and plural), creating possessive indefinite pronouns, representing omitted letters in a word, and forming plurals of letters and numbers.

1. Creating Possessive Nouns

Examples : My **car's** tires are all flat. (singular, indicates the tires of one car)

a) Both of my **bikes'** lights need batteries. (plural possessive, lights of more than one bike)

b) **Carolyn's** house is so nice. (singular, the house of Carolyn)

c) **James's*** bike is awesome. (singular, the bike of James.)

d) **Shawn's and Susan's** sunglasses are the same brand. (two singular possessive nouns—the sunglasses of Shawn and the sunglasses of Susan)

e) **Santa and Natalie and Sidney's** project won first place. (plural possessive—one project of several people. Note the apostrophe is only placed after the last person listed)

*Note: When a noun that ends with an s is possessive, either write s' or s's to make it possessive is acceptable: James' or the James's. There is conflicting opinion about a set way, but the Concordia University Writing Center uses pronunciation as the determining factor. If the possessive of Perkins is pronounced as three syllables (Perk-en-sez), write Perkins's. When pronouncing the possessive of boss as two syllables (boss-sez), write boss's and not boss' (ess apostrophe ess). When pronouncing the possessive of Israelites as two syllables, use just one apostrophe after the ess: The Israelites' flag design is nice (not Israelites's flag). It is acceptable to write "James' bike..." but the Writing Center style is "James's bike." Whatever you choose, be consistent.

Also note: Use an apostrophe for "it's" when it represents the conjunction "it is" and NOT for possession. **"It's" always means "it is."** "Its" always shows possession; for example, "Its color is blue" does not use an apostrophe.

To indicate individual possession of a noun by more than one person or object, use an apostrophe with each individual:

Examples:

a) **Ming's** and **Peter's** speeches were the best ones given at the ceremony.

b) The **dachshund's** and **boxer's** tails were wagging furiously at the mention of a treat.

c) The blue **couch's** and the **two chairs'** upholstery is new. (singular *and* plural possessive)

To indicate joint or group possession of a noun, use an apostrophe with only the last person or object in the phrase:

Examples:

- a) **Theodore and Thaddeus's** collage depicted the impact of global warming. (joint collage)
- b) The **pilot and co-pilot's** effort to land the plane was successful. (Joint effort)

2. Creating Possessive Indefinite Pronouns

Indefinite pronouns are nonspecific individuals or groups, and they are *singular*. Examples: **Each** student's grade was marked on his or her paper. **Anyone's** car would be suitable. **One's** perspective on life changes with age. This world is made better by **everyone's** contributions. **Someone** left his or her shampoo in the locker room. **Someone's** comb is there too. He or she will miss them (NOT Someone left *their* shampoo...*they* will miss it.). Everyone's final vote reflected his or her political beliefs (NOT Everyone's final vote reflected their...).

3. Standing For Omitted Letters in A Word (A Contraction)

Use an apostrophe to indicate where letters are left out in a word or combination of words
example :

I'll = I will

Wouldn't = Would not

It's = It is

They're = They are

Haven't = Have not

He'll = He will

They'd = They would

Hasn't = Has not

Who's = Who is

Note: It's is never used for the possession of it. **It's** always is a contraction for **it is**. Tricky cases:

To determine whether or not you need an apostrophe for words like "it's" and "who's," replace the words that make up the contraction in the

sentence and see if it makes sense, for example :

- a) Yes: **It's** going to be hot and humid today. (**It is** going to be hot and humid today.)

- b) No: The community is working to fix **it's** flood-ravaged roads.(The community is working to fix it is flood-ravaged roads doesn't work. Correct = **its**)
- c) Yes: **Who's** going to be the new president of the United States? (**Who is** going to be the new President of the United States?)
- d) No: **Who's** scarf is this? (Who is scarf doesn't work. Correct: **whose**)

4. Forming Plurals of Letters, Numbers, and Abbreviations

Capital letters and abbreviations are pluralized by adding "s" alone, except where confusion could result. For clarity of possibly confusing instances, uncapitalized letters are pluralized by adding an apostrophe and an "s". Examples:

- a) Your name has too many **k's** in it.
- b) I received **A's** in all of my classes. (A's, I's, and U's are exceptions to just adding an "s" because they may be confused for the words 'As,' 'Is,' and 'Us'.
- c) My neighbor received **Bs** and **Cs**. (no apostrophes needed, but add if they are combined with letters needing apostrophes. Example: Lucy got A's and B's on her flute exams.
- d) Mind your **p's** and **q's** and get your **pj's** on. (apostrophes added for clarity)

1. Years used as a plural (but not possessive) do *not* need an apostrophe:

Examples: We are past the **1990s**. (plural but not possessive)

2. Plural and possessive years do need an apostrophe: Example: The **1980s'** heavy metal bands produced some great ballads. (the bands of the 1980s) Note: It is 1980s' and not 1980s's because it is pronounced aye-tees and not aye-tees-sez.

3. Numbers and symbols used as plurals (but not possessives) do not need an apostrophe:

Examples:

- a) How many **4s** are in your phone number? (plural but not possessive)
 - b) The **5s'** lines were drawn perfectly straight. (plural and possessive/the lines of the 5s)
 - c) The **&s** used in the sentence didn't make sense. (plural but not possessive)
 - d) She paid me three 20s and a 10. (plural but not possessive)
4. Acronyms do not need an apostrophe unless possessive: Examples: There are two YMCAs in town, and both YMCAs' swimming pools are open.

2.4 Recount Text

4.4.1 Definition of Recount Text

Anderson and Kathy Anderson (1997: 48) states that in School-Based Curriculum, there are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson (1998: 24) "speaking or writing about past events is called recount." They further explain that, "A recount 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."

4.4.2 The types of Recount Text

Derewianka (1990: 10) explains that there are five types of recount text :

1. Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
2. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The

emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
4. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
5. A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

Hardy and Klarwein (1990: 12) have a bit different type of recount text. There are two types of recount text according to them. They divided two kinds of recount text, namely; Personal Recount as in personal letters and excursion write-ups and Historical Recount which attempts to retell past experience in the objective view, such as report of science experiment and police reports.

4.4.3 The Schematic Features of Recount Text

Anderson and Kathy Anderson (1997: 24-25) states that A recount text usually has three main sections: Orientation, Sequence of Events and Reorientation.

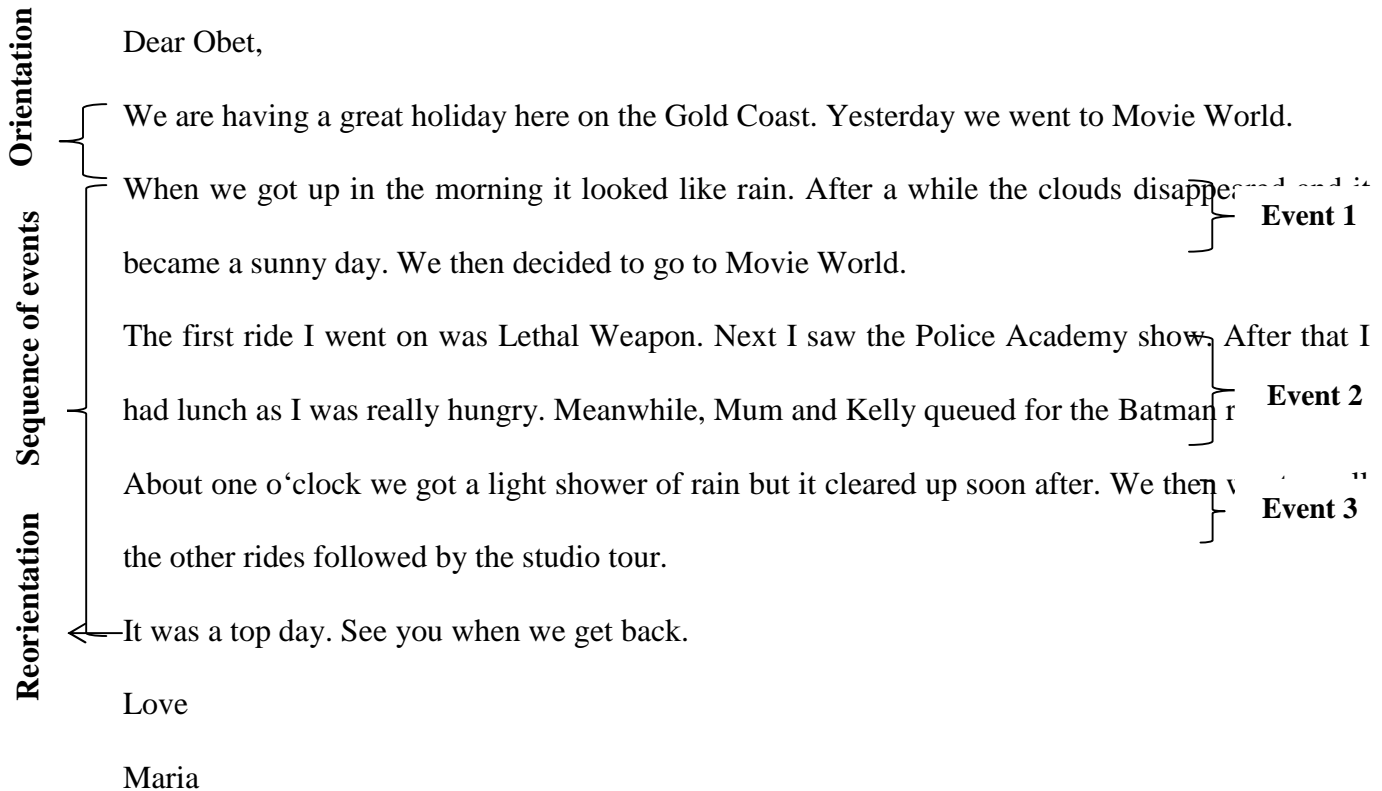
Table 2.5

The Schematic Features of Recount Text

The Stage	Function
Step 1 : Orientation	Introductory paragraph that tells who, what, where and when.
Step 2 : Sequence of Events	A sequence of events in the order in which they occurred.
Step 3 : Reorientation	A conclusion.

Model of Recount Text

A Postcard



4.4.4 The Language Features of Recount Text

Anderson and Kathy Anderson (1997: 24) notes that Recounts usually include the following language features:

1. Proper nouns to identify those involved in the text.

Example : Andy, Jakarta, The Statue of Liberty, etc.

2. Descriptive words to give details about who, what, when, where, and how.

Example : Walking, hairy, clever, etc.

3. The use of the past tense to retell the events.

Example : Went, ate, learned, etc.

4. Words that show the order of events (for example, *first, next, then*).

The language features has significant role to help in getting the point of the story. The audience can identify those who 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.

2.5 The Previous Study

The writer take two previous studies related to her research which the title is *An Errors Analysis of Using Apostrophe in Writing Recount Text*.

The first previous study was written by Cholipah 2014 entitled *An Analysis of Students' Error In Writing Recount Text A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan*. The study will answer these question : What are the most common error which student made in their recount text writing? and What are the sources of errors in their recount text writing ? . The objective of her research was to find empirical evidence of students' grammatical errors in second grade of SMP Trimulia in their recount text writing and To find the sources of errors made by the students in their recount text writing. The writer has identified the students' error and she has calculated the number of each error. She draws up the result of calculation into table and converting them into percentages. Then, she makes a pie chart based on the result. After that, she interprets the data after processing the result. She recapitulation of the students' recount text writing errors. The writer would like to elaborate the pie chart of the students' sources of errors above into explanation started from the highest until the lowest rank.

The Errors Classification in her research covers error in Singular-Plural, Word Form, Word choice (Diction), Verb tense, Add a word, Omit a word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning Not Clear, Run-On Sentence, The result of the research was Capitalization 23.90%, Word choice (Diction) 13.14%, Verb Tense 12.54%, Add a Word 9.68%, Spelling 8.48%, Run-On Sentence 5.85%, Word Order 5.38%, Punctuation 5.38%, Omit a Word 4.54%, Word Form 4.06%, Article 2.63%, Singular-Plural 2.51%, Meaning Not Clear 1.55%, Incomplete Sentence 0.36%.

The writer would like to interpret the data based on the description and analysis data. The result shows that the three most common grammatical errors made by the students in recount text writing. The first is *capitalization* which has 200 or 23.90% error. The second most common error is *word choice*. It has 110 word choice errors or 13.14%. The sources of error are interlingual transfer and communication strategy. The last is *verb tense* which the number of error is 105 or 12.54%. The major source of verb tense error is interlingual transfer. In Indonesian language the transform verb from present to past or future tense is not available. Furthermore, the three lowest students' grammatical errors in recount text writing are *incomplete sentence* which it has 3 or 0.36% errors, *meaning not clear* is 13 or 1.55% errors and 21 or 2.51% *singular-plural* errors. It can be concluded that the highest error made by students was in Capitalization and the lowest was error in Incomplete Sentence.

The second previous study was conducted by Nurwahid 2013 which the title is *Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus*. The objective of his study was to analyze the common error on students' writing made by the second grade students of Junior High School. He used Betty Schramper Azzar's Errors Classification (1989: A29-A30) to analyze the students' errors. The research finding

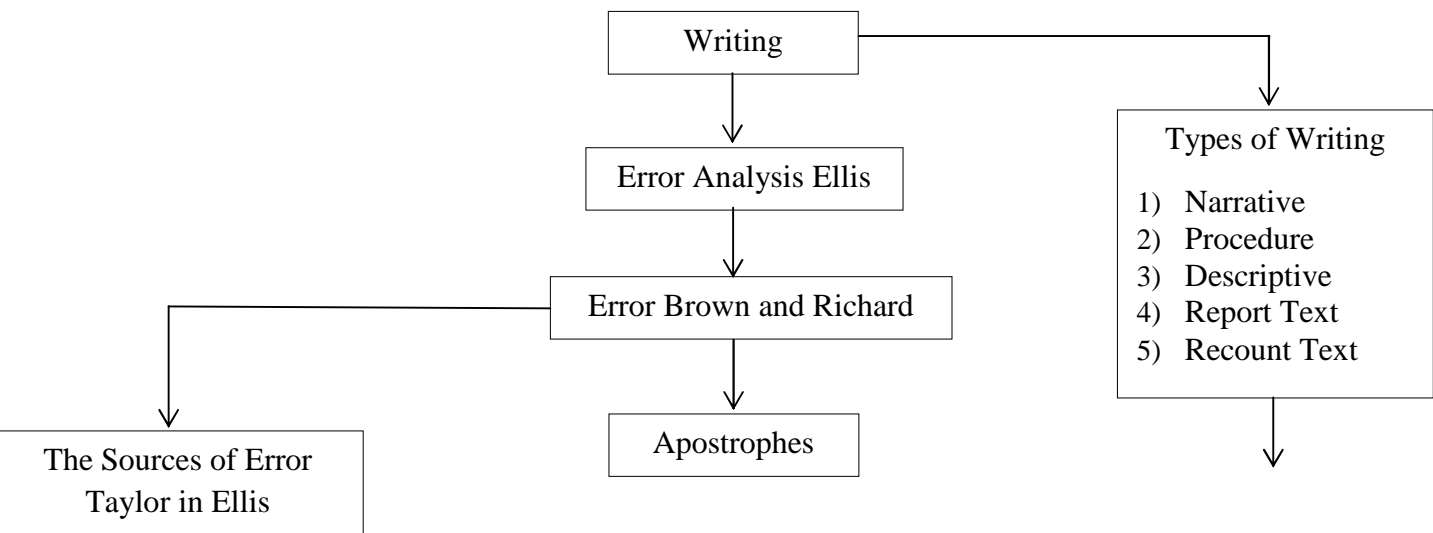
showed that the common kind of errors that the students made was error in Verb Tense which received 93 errors from 301 errors or 30.89%. The contribution Nurhawid research into this research is the error in Add a word which the result was 59 errors or 19.60%, and 33 or 10.96% errors in Spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 67.66%

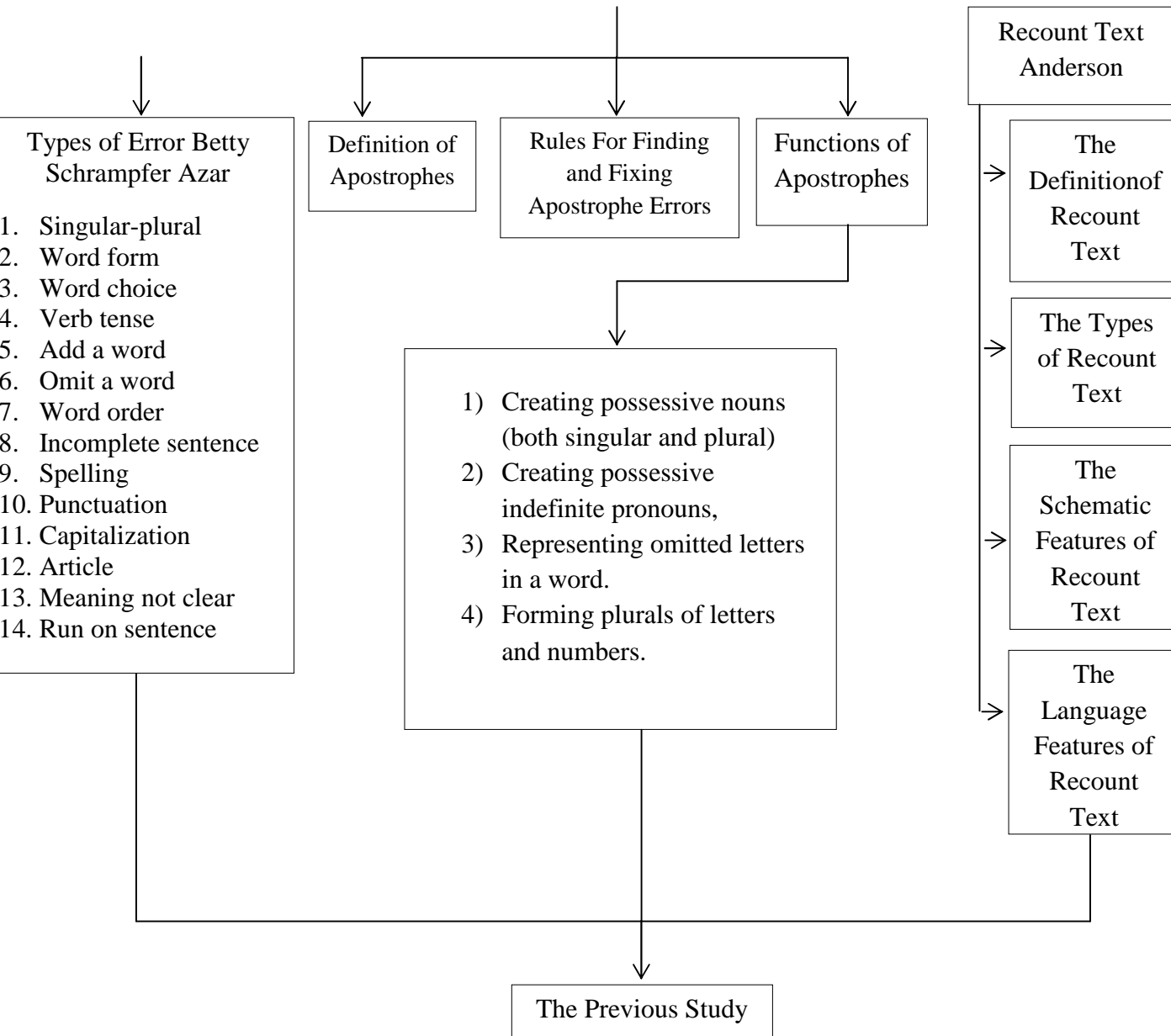
2.6 Conceptual Framework

Writing is one of the language skill that students should know when learning a language. Writing is a process to put thoughts into words in a meaningful form and it is used to express and explain ideas. In fact, the students' still have difficulties in expressing their ideas, feelings and interest especially in written form. Error means something done wrong by the learners because they do not know or cannot use the correct system. Actually making errors are a part of language. Learners can make error or mistake when they write or speak although the language is their mother tongue therefore it is their second language.

Betty Schramper Azar explains that the type of errors into fourteen kinds : singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence. Punctuation error according to Stanley *et al.*, there are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (“”), and the apostrophe (‘). The Apostrophe (‘) error can identify based on the rules of using apostrophe. So the students easily what types apostrophe errors that usually do especially in writing.

2.7 Figure of Conceptual Framework





CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is classified into descriptive qualitative research. In this study, the writer used descriptive qualitative method to analyze the students' errors. The descriptive qualitative method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. It is the most suitable type for this study. It is aimed at describing the status and phenomena (Suharsimi, 1996: 243), that is, presented the description of the students' errors in using apostrophe in writing recount text.

3.2 The Subject of the Study

The subject of the study was the second grade student of SMA RK Deli Murni Delitua. There are four classes, and each class consist of 38 students. The total numbers of population are 152 students. Therefore, the subject of this study is 152 students.

3.3 The Object of the Study

The writer selected one class from four classes as sample. It could be said that from four classes, one class was selected by the researcher. It was selected because time limit and each class consisted of same students' qualification. There are 38 students chosen as object XI-MIA I

3.4 The Technique of Collecting Data

To collect the data the writer followed this steps :

Problem I

1. The writer asked 39 students to write a recount text with the topic is "Unforgettable Holiday"
2. The writer only use 20 student's paper sheet.
3. The writer identified the apostrophe errors thatmade by students.
4. The writer calculatedwhat types apostrophe error thatmade by students.

Problem II

1. After get the number of types apostrophe error in the recount text with topic is “Unforgettable Holiday” from 20 student’s paper sheet.
2. The writer concluded what types apostrophe error is dominant that made by students.

3.5 The Instrument of Collecting Data

The crucial step in doing a research is collecting the data. In this study, the writer collected the data by giving a test to the students. The test instrument was wrote recount text. A test is a systematic procedure of observing one’s behavior and describing it with the aid of numerical device and category system (Syakur, 1987: 5). She gave a writing test for a recount text and telling their unforgettable holiday. Then she asked the student to write in the piece of paper. When the students finish their writing, the papers are collected and then the writer circled in the incorrect words. After all the data collected, the writer analyzed them.

3.6 Triangulation Data

Triangulation data is the most complex of qualitative research. There are some part of the technique. Namely, Interview, transcript, recording, video data, reflection, or information from documents. All of which be examined and interpreted. Through this technique, the writer collected the data by using information from documents to find what types apostrophe error and dominant in writing recount text.

3.7 The Technique of Analyzing Data

After the data collected, these must be analyzed to achieve the intended objectives. The technique that used to analyze the data is descriptive statistics and error analysis. Based on the descriptive method apply in this study, the writer, in analyzing the data of this study used the following procedure:

Problem I

1. Identifying the errors from the students' paper
2. Classifying apostrophe errors.
3. Describing errors based on their type.

Problem II

1. Analyzing the data to identify the frequency of error and the sources of error, calculating the number of errors that the learners made; for why it was made, and then drawing the conclusion. Dealing with the frequency of error, the writer uses statistical calculation to calculate the percentage of error

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Errors of Each Category}}{\text{The Total Number of Errors}} \times 100\%$$

2. Finding the dominant type of error
3. Describing the result of apostrophe error.