CHAPTER I

INTRODUCTION

This research elaborates and discusses Past Perfect Tense in writing Recount Text. In this chapter, the writer presented the background of the research, problems of the research, research objectives, scopes of the research, and significances of the research.

1.1 The Background of the Study

Language is a very important means of communication in daily human life. Human being uses language, both in written and spoken form, to express their ideas. In a wider scope, language functions as a means of international communication by at least two persons. In a smaller group whose members share the same language, for instance, there are likely no difficulties in using the language since the person involved in the process of communication are used to speak their own native language. Otherwise if the people are taking part in the conversation with different languages, they must have difficulties or obstacles in getting along with each other. One of the problems to the difficulties is the language used.

Accordingly, they need a language which is understood by the two sides, the speaker and his or her counterpart. This fact will occur when the speakers are from different backgrounds of nations, races, and languages. In this case, the international languages are very badly needed, especially the international ones that are most widely spoken in the world. One of the languages, which are the most widely spoken in the world, is the English language. This is in line with the Ramelan's statement: Out of the following foreign languages like, Russian, French, German, and Chinese we have opted for English since it is the most widely used language in politics, business, trade, and the diplomatic circle (Ramelan, 1992:3) Languages differ from each other in such a

way that the members of one speech community usually do not understand the speakers of other speech communities. According to Sitorus (2015:132) To be good in English, we have to know the grammar because it is one of the basic elements in English some terms included in grammar are part of speech, sentence, elliptical construction (Elliptical English Sentence), gerund, to infinitive, voice and etc.

The differences are found because each language has its own system or code; that is, its own characteristic of putting sounds together in order to talk about situations or events in the present, the past, or the future (Richards and Schmidt, 1983:3). Therefore, if the speakers of one community wish to communicate with those of another, they usually study their language, or find someone who knows it, or use one of the international languages, and one of them is English.

So English is a language of high importance in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learned by the Indonesian people without ignoring the status of the Indonesian language as their own national language.

The teaching of English in Indonesia has begun since the Proclamation of Independence of Indonesia on the 17th of August 1945. The language has been taught at Junior High School, Senior High School, and even at the level of University (Ramelan, 1992:1). This is done in order that Indonesian students can communicate in English and do not have any difficulties in transferring the science and technology coming from foreign countries, because most scientific books are written in English. However, the result of the teaching of that language is still considered unsatisfactory. It can be seen from the graduates of Senior High School who are still very poor at using the language. Ramelan said "It does not mean that the result of teaching English in our schools is satisfactory, despite the fact that is taught continuously for six years at

the high school, three years at the SMP (Junior High School) and three years at the SMA (Senior High School) (Ramelan, 1992:3)".

As foreign language learners, Indonesian always make mistakes and errors in their English learning process. It is normal for anyone who learns the second language which is different from his mother tongue. Error is systematic and different grades make different errors. English teachers realize that English is one of the difficult subjects because the construction of sentences in English is different from Indonesian language.

There are four basic skills which are learned in studying English, they are listening, speaking, reading, and writing. In this research, the researcher focus on writing. Writing is one of four English language skills. Fauziati (2010: 141) states that writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes, so writing skill is very important.

Writing skill is very important in education in Indonesia. Education in Indonesia uses School based Curriculum in teaching English. It puts genres as the main tool in language learning. There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review. It is needed to learn how to write well for the student so they can write the example of genre correctly.

One of the point which has to be paid attention in writing recount text is using past perfect. In this sense, English has only two tenses, present and past. But for everyday use--especially for those who are studying foreign languages.

Recount text is a text which tells about something that happened in the past. According to Purwanti (2013: 59) recount text is a type of text that has the main function or communicative

purpose to tell the reader or listeners or viewers about past event or past experience. And in writing recount text we need to pay our attention about the tense. Here, the researcher focus on Past Perfect.

The reason of choosing this topic are because Past Perfect Tense is important in English especially in writing recount text. And it is needed in writing recount text. Based on the writer's experience in teaching practice program, the writer found that the students were not able to formulate ideas from their mind into written language. It is proven when the writer asked the students to write a simple paragraph about their holiday experience and most of the students couldn't do it. They got low score in writing because the students did not know how to place the correct words and how to use past perfect tense in a sentence especially in writing recount text. The way of teacher in teaching writing by reading the materials about recount text from the text book and asked the students to do some exercise without explaining it clearly then the teacher asked the students to write recount text with choose title freely.

According to Azar (2002:45) state that if either before or after is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. So, the reason of choosing the topic is based on the writer's experience, in writing recount text some students often find some mistakes to put the tense, especially Past Perfect. Although this tense is often used in writing recount text. So, through this topic the writer hopes this topic can help the reader to write their recount text by using Past Perfect.

According to Dulay (1982:150) "a surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misformation items and misordering them."

1.2 The Problem of the Research

From the background above, the writer would like to formulate the problem as follows :

1. What types of error are found in students' writing recount text in using Past Perfect Tense?

2. What type of error is the most dominant, found in students' writing recount text in using Past Perfect Tense?

1.3 The Objective of the Research

The objective of this research is to categorize the types of errors in students' writing recount text in using Past Perfect Tense, and the dominant error in students' writing recount text in using Past Perfect Tense.

1.4 The Scope of the Research

These problems of the research focus on finding the type of error and dominant type of error that occur in Past Perfect in writing recount text. The research was held at Second Semester of English Department Students in Nommensen HKBP University. In this research the researcher used Richard (1984) theory about error analysis , Dulay (1982) theory used for types of error, theory from Betty Azar (2002) about Past perfect tense, theory from Hammer (2004) used for writing and theory from Purwanti (2013) for recount text.

1.5 The Significances of the Research

The results of this study are expected to be beneficial both theoretically an practically elaborated in the following section:

1. Theoretical Significances

The result of the research could become:

1) A new perspective in teaching writing.

2) A new model in the research of teaching writing.

2. Practical Significance

The result of the result could be for :

1) Students

The result of this study for students is to improve students' writing ability. The findings of this study are expected to be useful for the learning of English as a foreign language especially in teaching writing and giving useful information to the teacher so that he/she will be more creative in implementing the writing ability especially in writing recount text.

2) Teacher/Lecturer to get new information for teaching writing.

3) Researcher to do the further research about error analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some theories to support the topic of the study. The first, theory about error analysis includes the understanding of error analysis from some experts, theory about Past Perfect Tense, the theory about writing then the last is a theory about recount text.

2.1 Theoretical Framework

In Theoretical Framework, the writer will discuss about Error and Mistake, Error Analysis, Past Perfect Tense, Writing, and Recount Text.

1.1.1. Error and Mistake

The English teacher should realize that error analysis is important. In the process of constructing a new grammatical system, a learner usually makes errors. This tendency should be carefully analysed to provide an improvement of arranging the teaching learning strategy effectively.

In order to analyse learners' errors in a proper prospective, it is important to distinguish the differences between errors and mistakes. Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1981: 46). Error is systematic deviation; when a learner has not learnt something and consistently gets it wrong (Norrish, 1983: 7). Brown says, however, that the term refers to noticeable deviation from the adult grammar of a native speaker, which reflects the inter language communication of the learners (Brown, 1980 : 165).

A mistake refers to a performance error that is either random or a slip of the tongue, in that it is a failure to utilize a known system correctly (Brown, 1980:165). Hubbort (1983: 134)

stated those temporary lapses of memory, confusion, slip of tongue and so on cause mistakes. Accordingly, when committing mistakes, the speaker is normally capable of recognizing and correcting them.

All people make mistakes in both native and second language situations. A learner is considered to make mistakes when he or she has deviation. For example, a learner has known that the word "jury" can be used both in singular and in plural without changing its form. He will write, for instance, "The jury is divided in their opinions", instead of "The jury are divided in their opinions." The failure in identifying the correct form of a verb is because of the word "jury" which is not in the plural form. This occurs because he or she perhaps makes an assumption that the word "jury" has to be changed into "juries" which is not the way it should be.

2.1.2 Error Analysis

Error Analysis discus The definition of Error Analysis, Types of Error and Cause of Error.

2.1.2.1. Definition of Error Analysis

Error Analysis is a theory replacing the Contrastive Analysis, which was abandoned by linguists and teachers due to its affectivity and unreliability

In learning any language, learners will always make hypotheses about the language rules and then they practice or use them in actual language performance. The rules that they use are correct if the forms they produce are acceptable in the target language, and on the other hand, they should correct the forms if they are unacceptable. Learners, in learning a second language, often produce erroneous utterances whether in their speech or their writing. They find difficulties in learning the target language since its rules are different from those of their mother tongue.

Those errors happen because there are influences of the rules of their mother tongue on those of the target language.

To make it easier for the learners to study the target language, all problems or errors faced by them should be observed, analyzed, classified to find or to reveal the solution to the problems. The study of errors is commonly called error analysis. This error analysis should be made since errors in a language learning and teaching process are unavoidable.

Since the 1960's-1970's an error study or an error analysis has been chosen to be one of the methods to find the answer to the problems because errors themselves, as stated by Corder (1976:167) edited by Richards, are significant in three ways: "A learner's error are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goals the learner has progressed. Second, they provide to the researchers' evidence of how language is learned and acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself because we regard the making of errors as a device the learner uses to learn. "(Richards, 1984:25).

Because of the significance of the errors themselves, foreign language teachers, in this case, English pedagogues, have to realize that errors made by their students need to be analyzed correctly to be able to arrange learning strategy effectively. Also, it is important to discuss error analysis to underscore the relevance of such an analysis for teaching English as a foreign language. English lecturers should know error analysis since it becomes the key to understand the process of foreign language acquisition. They should know how the target language is

learned and acquired, what strategy or procedure the learners employ to master the target language.

The ultimate objective of the Error Analysis theory is the explanation of errors. Hence, this stage is considered the most important for Error Analysis research. According to Sanal (2007:597), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics.

To understand what an error is in the process of learning, it will be useful for us to refer to the definition of 'error' which is proposed by some lin guists. Corder in Dulay's Language Two states that errors referred to "The systematic deviations because of the learner's still developing knowledge of the second language rule system. So, errors are a result of the lack of knowledge of the language being learned (Dulay 1982:139). They define an error as a part of conversation or a composition that deviates from some selected norm of mature language performance.

While Brown claims that, "an error is a noticeable deviation from the adult grammar of native speakers, reflecting the inter language competence of the learner" (Brown, 2000:170). The different system of language could make us to make errors when using the target language. An error is noticeable grammar from the adult grammar of native speaker, reflecting the inter language competence of the learners (Brown, 2000:165). Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1973:53). The errors themselves are competence errors. Errors are caused by deficiency in competence and a shortcoming in the knowledge of language learners make errors when they have not learnt something correctly.

From the definition above, it is concluded that mistake refers to the failures to use the language system correctly caused by some factors such as carelessness, memory lapses, and physical condition. While error, refers to the failure to use the system correctly caused by the lack of the learners' competence.

The activity of error analysis is required in the teaching of a second language. Carl James in his book Error in Language and Use defines error analysis as a process of determining the occurrence, nature, causes and consequences of unsuccessful language. In other words, analysing students' errors in using language learning is one way to evaluate students' ability to understand the language. The results of the error analysis can be one of the teacher's references in evaluating and knowing the students' ability to absorb language learning.

2.1.2.2 Types of Error

People cannot learn language without first systematically committing errors. According to James, (1998:102), it will be useful to look at the types of criteria people use for describing and classifying errors. Errors are the flawed side of learner speech or writing. According to Dulay, Burt and Krashen (in James, 1998:104) suggest that there are four kinds descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1) Linguistic Category Taxonomy

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effect. Language component

include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2) Surface Strategy Taxonomy

Surface strategy taxonomy is as a classification of language errors based on how the surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways.

Types of error are dealing with the surface characteristic error that is often called surface strategy taxonomy. The researcher uses the surface strategy taxonomy because by analysing the types of errors based on the surface strategy taxonomy, some advantages can be obtained. There are four types of errors as stated by Dulay, Burt, and Krashen (1982:150) in Language Two, they are: Omission, Addition, Misformation, and Misordering.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. (Dulay, 1982:155). Omission is ungrammatical. In the other words, omission is error made by students who lack of grammar.

Example:

Incorrect :

1. I has bought a new car.
2. My students has improved their English.

3. Shinta had study English.

Correct :

1. I have bought a new car.

2. My students have improved their English.

3. Shinta had studied English.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Dulay (1982:156). Three types of addition errors: double marking, regularization and simple addition.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions.

Example:

Incorrect :

1.   She doesn't goes to school.

2. He didn't cooked the rice.

3. She doesn't knows about it.

Correct :

1. She doesn't go to school. (go should be written without es, because doesn't have showed that the sentence is simple present)

2. He didn't cooked the rice. (didn't here show that the sentence is past tense, so cooked should be cook)

3. She doesn't know about it. (doesn't show that the sentence is simple present , so knows here should be know)

2) Regularization

Regularization is a type of 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.

Example:

1. The word "sheeps", the correct plural form of "sheep" is "sheep", not "sheeps"

2. The other example is "readed",the past tense form of "read" is "read", not "readed". They are both regularizations in which the regular plural and past tense markers –s and -ed, have been added to items which do not take markers.

3) Simple Addition

It is addition error that is double marking or regularization. No particular features characterize all addition errors, that is the use of an item should not appear in well-form utterances.

Example: The fishes doesn't live in the water.

Here, the student makes a wrong sentence. He adds "does" for fishes. The well-formed sentence is The fishes don't live in the water.

3. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.

There are three types of misformation errors:

1) Regularization errors

The regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in readed for read.

Example:

Incorrect:

    1.   She had rode a car for the first time this morning.

The word rode should change to ridden, because past principle of ride is ridden.

    2.   After the womans had left, I went to bed.

The word womans should change to women, because plural word of woman is women.

Correct:

    1. She had ridden a car for the first time this morning.

    2. After the women had left, I went to bed.

2) Archi-forms

It is the form selected by the learner. A learner may temporally select just one of the English demonstrative such as, "this", "that", "these" and "those" to point out an object that should be in singular but the learner uses it in plural and vice versa, as in that cats or that dogs.

Example :

Incorrect:

    1. My father had bought that books last night.

The word that should change to these, because there is plural word.

    2. Had you given that dogs some food?

The word that should change to those, because there is plural word. And the word some should change to any, because it is an interrogative tense.

Correct:

    1. My father had bought these books last night.

    2. Had you given those dogs any food?

3) Alternating Forms

    As the learner's vocabulary grows, the use of archi-form often gives way to the apparently free alternation of various members of class with each other. For example, in the case of pronouns, a learner alternates the use of he for she, they for it; in the case of tense, the learner use perfect form for the past, etc.

Example :

Incorrect:

    1. The movie had played by the time we bought we popcorn.

The word we should change to our, because the possessive adjective of we is our.

    2. Sam had already left when me got to the cafeteria.

The word me should change to I, because it is the subject of the word.

Correct:

1. The movie had played by the time we bought our popcorn.

2. Sam had already left when I got to the cafeteria.

4. Misordering

  Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error can be caused by the word-for word translation of native language surface structure.

Example: I don't know what is that.

Here, the learner misorders the word "is" and the well-formed sentence is I don't know what that is.

2.1.2.3 The Causes of Errors

  Brown (2000:224) says that the cause of errors can be divided into 2 categories, they are:

1. Interlingual Transfer

  Richards 1992 in Erdogan (2005:265) conveys that an interlingual error is as the result of language transfer, which is caused by the learners' first language. However, this should not be confused with behaviouristic approach of language transfer. Interlingual transfer that is error influenced by the learners' mother tongue. A different class of error is represented by sentences.

2. Intralingual Transfer

  Intralingual transfer is cause of errors influenced by the complicated system of the target language itself. Richards (2002: 265) says that the intra lingual transfer can be divided into 4 terms, namely: Over-generalization is where the learners' basic experience of certain structure

causes the learners creating the deviant structure on the basis of their experience of the other structures in the target language. Generally, over-generalization is the creation of one deviant structure in place of two regular structures.

For example : She can cooks => It should be : She can cook

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of learner. According to Corder (in Hubbard, 1983:140-142), the learners process new language data in their mind and produce rule for its production based on the evidence.

In this research, the researcher analyses both of the interlingual transfer and the intralingual transfer.

2.1.3 Past Perfect Tense

In Past Perfect Tense we discuss about The definition of Past Present Tense, the form of Past Perfect Tense, and the use of Past Perfect Tense.

2.1.3.1 Definition of Past Perfect Tense

The past perfect tense is one of the more difficult English tenses to use well or even correctly. However, it is not as difficult as it is often made, and many of the problems students have with it are the result of the inadequate explanations usually given in material books. Allen tells in his book, the idea of the past perfect as a "before-past" leads to its logical use in reported speech. According to Azar state that if either before or after is used in the sentence, the past perfect is often not necessary because the time relationship is already clear.

Example:

The train left at 9 am. We arrived at 9.15 am. When we arrived, the train *had left*.

You can sometimes think of the past perfect tense like the present perfect tense, but instead of the time being now the time is past. From the example above, sentence explain about the situation in the past and will not do for twice.

2.1.3.2 The Form of The Past Perfect Tense

The past perfect tense is a rather important to learn for students because the students have to know the difference between the present perfect tense and past perfect tense. Some of the students have confused in using of the past prefect tense. In fact, the structure of the past perfect tense is very simple. The problems come with the use of the tense.

Table 2

The Formula of The Past Perfect Tense

(+) Subject +	Had +		Past participle (V3)
(-) Subject +	Had +	not	Past participle (V3)
(?) Had +	Subject +		Past participle (V3)

The formula of the past perfect tense is used when an action had passed or finished. There are some examples the use of the formula.

Table 3

The Examples of Past Perfect Tense

	Subject	Auxiliary verb		Main verb	
+	I	Had		finished	my work.
+	You	Had		stopped	before me.
-	She	Had	not	gone	to school.
-	We	Had	not	left.	
?	Had	You		arrived?	

?	Had	They		eaten	dinner?

From the table above, it can be explain that the examples of positive sentence from the past perfect tense put subject as the first position, then put had after the subject, after that put past participle or the third types of verb and add other relevant information in the sentence. The examples of negative sentence from the past perfect tense look like similar with positive formula but, we need add (+ not) after the auxiliary verb (had). And the examples of interrogative sentence put the auxiliary verb (had) as the first position and it is followed by subject then put the past participle (V3) in the last position, it can be added with other relevant information of the sentence.

2.1.3.3 The Uses of The Past Perfect Tense

AJ. Thomson and A.V. Martinet stated that the past perfect can be used similarly for an action which began before the time of speaking in the past, and was still continuing at that time or stopped at that time or just before it and for an action which stopped some time before the time of speaking. According to Micheal Swan (2002:427) the past perfect tense use when:

1. A common use is to go back when we are already talking about the past, so as to make it clear that something had already happened at the time we are talking about.

Example:

I realised that we had met before (NOT I realised that we met before or I realised that we have met before)

2. The past perfect is common after past verbs of saying and thinking, to talk about things that had happened before the saying or thinking took place.

 Example:

I told her that I had finished. (NOT that I (have) finished) .

2.1.4   Writing

Writing is an important communication tools because writing can help people to express their feelings or transforming thought and ideas into written form. Writing is the activity in expressing the feeling, idea and opinion in a text which can be used as a reminder to the next time. Many experts have proposed the definitions of writing. Mandal (2009:96) "Writing is a creative process because it is a process of reaching out for one's thought and discovering them." Kirszner and Mandell (2009:4), writing is a life skill. If you can write clearly, you can express your ideas convincingly to others in school, on the job, and in your community. Writing is also important "If you can write, you can communicate, if you can communicate effectively, you can succeed in school and beyond".

Based on the opinions above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process in order to develop students' ability in writing process that has an important function and use in the humans' life.

2.1.4.1 Process of Writing

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, and research.

Harmer (2004: 4-5) states process writing is a way of looking at what people do when they compose the written text. It means there some steps in writing process, they are:

1. Planning: Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience o writer think of audience that writes for, since this will

influence not only the shape of the writing but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include.

2. Drafting: Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising): Editing involves correcting errors in grammar, spelling, and mechanics. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and the first draft have some differences. It is caused by the things have changed in the editing process.

The writer presents these aspects of writing process in a different way, therefore, the process wheel below clearly shows the many directions that writers can take either travelling backwards or forwards around the rim or going up and down the spokes. Only when the final version really is the final version has the process reached its culmination.

2.1.4.2 The Importance of Writing

Writing is the complex process it means that in writing students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many advantages of learning writing. They are as follows:

1. Writing is often not time- bound in the way conversation is It means that students have longer time to think than in speaking activity. They can check their grammar patterns.

2. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in

their mind.

3. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

4. Writing is frequently useful as preparation for some other activity.

5. Writing can also, of course, be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking. As the example, the teacher asks the students to make a short dialogue which they will then act out.

6. Writing is also use in questionnaire type activity.

   Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

From the explanation above the writer can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

2.1.4.3 The Component of Writing

The stock of vocabulary, grammar and comprehend how to make a correct sentence must be considered to make a good writing. The students' writing score will be evaluated by the scoring system. The aspects of scoring are organization, content, grammar, vocabulary, and mechanic (Nurgiyantoro, 2001: 48). To make it clear, the researcher will explain each aspect.

1. Organization

It means how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

2. Content

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as full of

information, substantive make a clear thesis development and relevant with the problem.

3. Language

The students use effective complex sentence construction and make only few faults in the using of grammar.

4. Vocabulary

If the students could choose the correct words as it is function and master informing words.

5. Paragraph

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

2.1.4.4 Types in Writing

Genre or genre theory as it has been developed in literacy education is an organizing concept for cultural practice. Genres are classified according to the stages they move through to attain their purposes Knapp, Peter & Watkins, (2005:258). Genre is used to refer to particular text types not to traditional varieties of literature.

According to Pardiyono (2007:2) argues that genre can be defined as text which has a function as a frame of reference so that a text can be builteffectively. There are 11 kinds of genre. These arose in social interaction to fulfill humans'social purposes.

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another characteristic(s). In spoof text, there are three generic structure, namely:

Orientation, it is introduction of the participant of the story, where it happens and when it happens. Events, it is tells about the chronological of the story. Several events are explored in chronological way which able to arrange the story read nicely. Twist, it is unpredictable plot in the end of the story which amuse the reader.

2. Descriptive

Descriptive is the writer describes an object. In this text, the object can be a block of concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. In descriptive text there are two generic structure, namely: Identification, it is explain about the introduction of a person, place, animal, or object will be described. Description, it is contains a description of something such as animals, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

3. Procedure

The procedure is any written English text in which the writer describes how something is accomplished through a sequence of actions or steps. In procedure there are three generic structure, namely: Goal, it is explain about purpose of making or operating of something. Material, it is explain about ingredients that are used in making something. Methods, it is explain about the steps or sequences that must be done so that the objectives outlined in the goal to be achived. Add the orientation by which a writer describes how something is accomplished through a sequence.

4. Recount

Recount is written out to make a report but an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people. Structurally, In

recount text there are three generic structure, namely: Orientation, it is about introduction the participants, place and time. It tells who was involved, what happened, where events took place, and when it happened. Events, it is describing series of event that happened in the past. Telling what happened and in what sequence. Re-orientation it is optional, it consists of closure of events/ending. It is starting personal comment of the writer to the story.

5. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or sociocultural phenomena. In explanation text there are two generic structures, namely: The general statements it is starting the phenomenon issues which are to be explained. Sequenced explanation it is staring a series of steps which explain the phenomena.

6. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by roved it with some facts. In analytical exposition text there are three generic structures, namely: Thesis it is introducing the topic and indicating the writer's point of view. Argument it is explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation. Reiteration it is restarting the writer's point of view/ to strengthen the thesis. It can use the following phrase to make conclusion in reiteration.

7. Hortatory Exposition

Hortatory exposition is a written English text in which the writer persuades people that something should not be the case. It is also a text containing three generic structure, namely: The thesis, it is announcement of issue concern. Argument, it is a reason for concern, leading to recommendation., recommendation, it is statement of what ought to happen.

8. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. Discussion contains four generic structure, namely: Isue, it is starting the issue which is to discussed. Argument pro, it is presenting the point in supporting the presented issue. Argument cons, it is presenting other points which disagree to the supporting point. Conclusion/ recommendation, it is staring the writer' recommendation of the discourse.

9. Report

 Report is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The length of the text depends on the specific details of the object being described. There are two generic structure in report text, namely: General classification, it is starting classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general. Description, it is tells what the phenomenon under discussion; in terms of part, qualities, habits or behaviors.

10. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact of imagination. Anecdote is the tools of the writer to share with the others account of an unusual or amusing accident. Its purpose is to entertain the reader. Anecdote is a text containing five generic structure, namely: Abstract, it is signals the retelling of an unusual or amusing incident.

Orientation, it is sets the scene. Crisis, it is provides details of the unusual incident. Reaction, it is reaction to the crisis. Coda, it is reflection on or evaluation of the incident.

11. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and action which happen in the past. It uses simple past tense. The elements of narrative are orientation and coda. But coda is optional.

From the various kind of genre in writing, this research only focuses on recount text.

2.1.5 Recount Text

In Recount text we discuss about the definition of Recount text, the component of recount text, and the kind of recount text.

2.1.5.1 The Definition of Recount Text

There are some definitions about writing based on the some experts. According to Purwanti (2013: 59) recount text is a type of text that has the main function or communicative purpose to tell the reader or listeners or viewers about past event or past experience. Recount text is a text which tells about "what happened" and it is focused on a sequence of events, all of which relate to the occasion. Recount text is a text that tells the reader about one story, action or activity.

From the definition above, the researcher concludes that recount text is a text that tells us about pas experience or past event.

2.1.5.2 The Component of Recount Text

1. Generic Structure

According to Mukarto (2007: 62) there are some generic structures of recount text. Those are as follows:

1) Title (optional)

It is usually summarize the text and informs specific participants. It is possible not to give title in our recount text.

2) Orientation

It provides the background information. It answers the question. Who? When? Why? What experience?

3) List of events.

It present event what people do? It tells the event chronologically. It uses conjunction or connective like: first, second, then, next, finally, etc. They show the sequence of events.

4) Reorientations

It shows concluding comments. It expresses the writer's personal opinion regarding the events described.

2. Language Features

The language features used in recount text are as follows:

1) Using chronological connection: then, first

2) Using linking verb: was, were, saw, heard

3) Using action verb: looked, went

4) Using simple past tense: walked, talked

5) The passive voice may be used: the bottle was filled with ink.

6) Using personal pronouns: I, we

Based on the description above, the researcher concludes that recount text is a text which is used to retell about the experience in the past. The evaluation of recount text focuses on the grammar, vocabulary, mechanics, fluency, and form.

2.1.5.3 The Kind of Recount

Recount is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recount can be personal, factual or imaginative.

Derewianka in depdiknas (2004: 34) listed out three major types of recount text:

1. Personal Recount

Personal recount describes an event where the writer or the author is doing the action by himself. It includes in the story, funny events which is written on the diary.

2. Factual Recount

Factual recount describes the facts of events, such research report, the magazine, and so forth.

3. Imaginative Recount

Imaginative recount describes the unreal story or fiction, for example, the text for teaching language. The imaginative recount is usually written in the first person, and do not need to include personal reaction.

2.1.6   Past Perfect in Recount Text.

Two days ago I had big works for decorating my room. One day before, **I had bought 4 paint buckets with different colours**. Before painting my room, **I had moved the furniture**. I was tired but happy.

2.1.7 Previous Research

Many researchers had applied Past Perfect in different field of their research. The first research was done by Ismi (2018) with the title "error analysis in the use of the past perfect tense in students' writing at the first semester of the tenth grade of MAN 1 Lampung Utara in the Academic year 2018/2019" . The researcher was done this research in Lampung. And the second research was done by Egbai Florence Omotese (2012) with the title of the journal is "A survey on the use of the past perfect tenses". The journal was published in Department of English and Literary Studies, Ambrose Ali University, Ekpoma, Edo State, Nigeria.
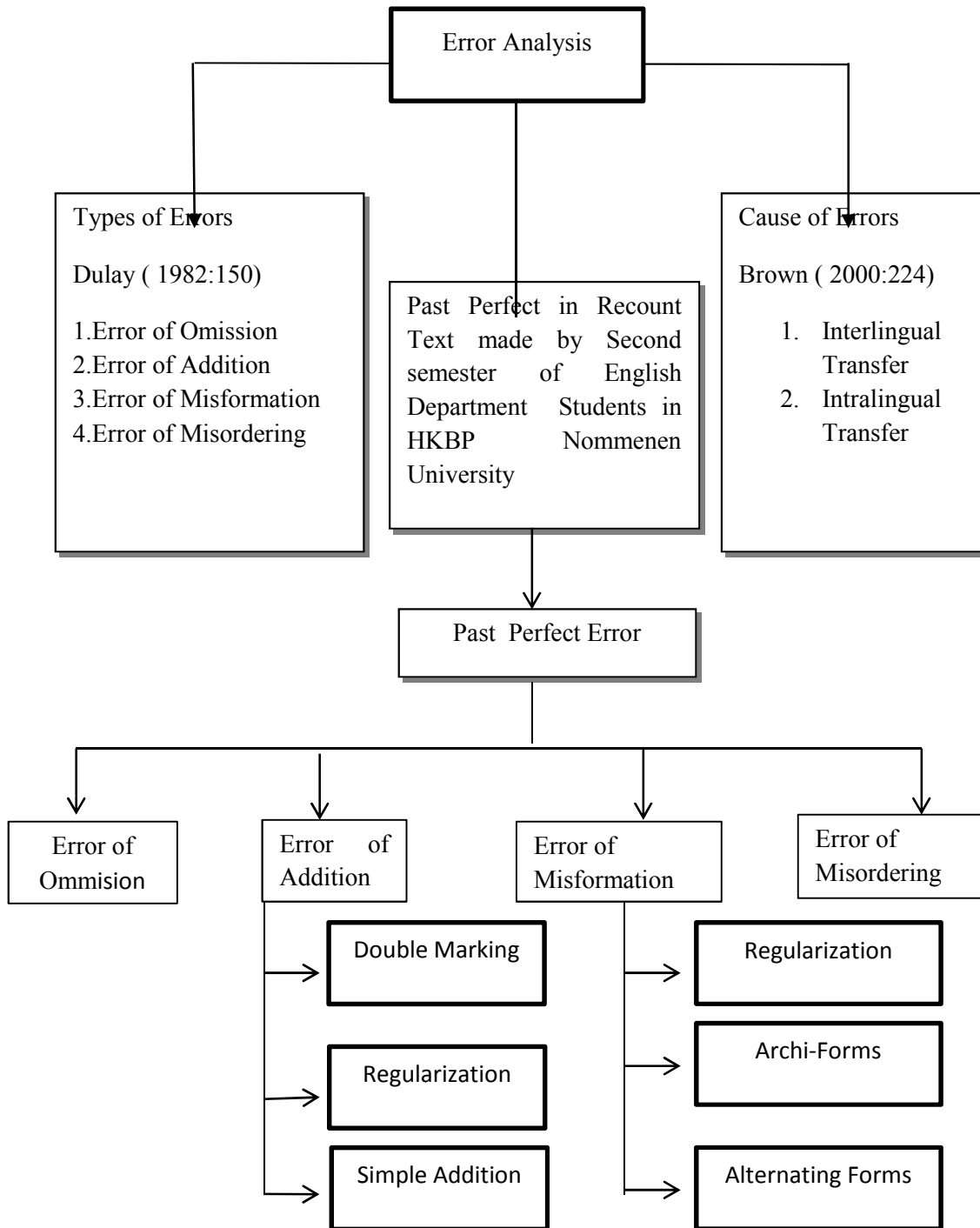
2.2 Conceptual Framework

```
                          ┌─────────────────────┐
                          │   Error Analysis    │
                          └─────────────────────┘
```

Types of Errors

Dulay (1982:150)

1. Error of Omission
2. Error of Addition
3. Error of Misformation
4. Error of Misordering

Past Perfect in Recount Text made by Second semester of English Department Students in HKBP Nommenen University

Cause of Errors

Brown (2000:224)

1. Interlingual Transfer
2. Intralingual Transfer

Past Perfect Error

Error of Ommision	Error of Addition	Error of Misformation	Error of Misordering

Error of Addition
- Double Marking
- Regularization
- Simple Addition

Error of Misformation
- Regularization
- Archi-Forms
- Alternating Forms

Figure 2.2 describe the error analysis of Past Perfect in students' writing recount text. (Nainggolan, Rebekka. 2020)

Error Analysis has four types according to Dulay (1982:150), they are Omission, Addition, Misformation, and Misordering. According to Brown (2000:224), the Cause of Error can be divided into two categorize, they are Interlingual Transfer and Intralingual Transfer. In this case, the students' writing Recount Text focus on using Past Perfect Tense. In Past Perfect Tense there are four types of error in students' writing Recount Text, they are Omission, Addition, Misformation, and Misordering.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the Research Design, Instrument of Collecting Data, Data, and Research Procedure.

3.1 Research Design

The researcher used descriptive qualitative research to analyse and describe students' errors in this research. This is descriptive qualitative research that answers the problems of errors commonly found in students' writing. This research is descriptive research because the data is described by using words that tell its condition.

For further details, this research was one of many branches of language study called as Error Analysis. In the 1970s, error analysis became a recognized part of applied linguistics that owed much to the work of order. Error analysis was not a new development. Many linguists studied this field of language research. They studied learner language which was useful for foreign language learning in the school classroom. The presence of the native language mixed with the new rules of target language brought out the obstacles in learning the language. Thus, error analysis is very useful in determining the types of students had made where and how the errors came in their language production.

3.2 Instrument of Collecting Data

All research studies involve data collection. In collecting data, the research instrument plays an important role in a research project in which the validity and reliability of the instrument will influence the validity and reliability of the data that had been obtained.

In general, the instruments was used to collect the data. It can be divided into two types, a test and a non-test (Arikunto, 1992:122). A test is a written set of questions to which an

individual responds to determine whether he or she passes. According to Gay (1987: 127), a more exclusive definition of a test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. Excluded from the test is said to be a no- test.

In collecting the required data for the analysis in this final project, the researcher used a writing test as an instrument to measure the knowledge of the respondents in the grammatical structure at the level of writing recount text. Based on the test, the writer analysed the type of error on the writing test.

3.3 Data

The data in this research is the result of an instrument of collecting data. The writer talked about the learners' errors due to their practice in writing recount text. In researching the types of errors, the cause of errors, and the sources of errors that researcher did, the students' worksheet in the form of recount text writing tasks is needed. Their writing task was discussed and analysed by the researcher.

3.4 Research Procedure

The researcher used procedures of collecting data as follows:

1. Determining the subject of the research. In this case, the subject is students of the English Department in the second semester at Nommensen HKBP University.
2. Determining the focus of the research. The focus of the research is students' error in using the past perfect tense in writing recount text.

3. Asking the students to write a recount text.

4. Collecting the students' writing task to check the worksheet.

5. Underlining the students' writing that is wrong.

6. Give the students' writing back to them, and asking them to correct their writing, to determine the error or the mistake (if they can correct their writing, it is mistake, and if they can not correct their writing , it is error).

7. Collecting again their writing and checking the students' correction.

8. Analysing the error based on students' writing correction.

9. Determining the types of error that occur in students' writing.

10. Counting the percentage of the error to determining the dominant types of error.

3.5 Data Analysis

In analysing the students' errors in using Past Perfect Tense on students' writing recount text the writer used Miles and Huberman model (2013:246). Miles and Huberman model is an activity in qualitative data analysis is carried out interactively and lasts continuously until complete, so the data is saturated. Activities in qualitative data analysis are data reduction, data display, and conclusion drawing or verification.

Based on the theory, the writer analysed as follows:

1. Data Reduction

   Collecting the data from the students' test.

2. Data Display

   1) Identifying and classifying the data of students' error by numbering the items based on surface strategy taxonomy. In this steps, the writer use code A (addition), O (omission), MF (misformation), MD (misordering).

2) Calculating the table percentage. In this table percentage she used the

formula:

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

P = percentage

F = frequency

N = number of sample which is observed.

3. .Conclusion drawing or verification

Reporting the result by description the result of analysis