

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language has a board contribution in society. Language enables people to communicate in society. Language study refers to any stage in lesson where students and teachers focus on (the construction of) a spesific feature of the language in order to understand it better. Language cannot be sparated from people lives because it is used to connect language user within the society, language can be used to say things, about someone, to report something about human's activities are affected by language the use , what so ever they do, everywhere, anytime, the always use it to know and to connect to all people in the world. In the world there are many languages, one of them is english.

English is as an international language used in many countries as a meaning of communication and it has a great function in many aspects of life such as in politics, business, trade, and diplomatic relationship. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, Indonesian goverment has chosen English as the firts foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school.

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. Based Competence Curriculum, the teaching learning of English has the purpose to develop four language skills: listening, speaking, reading and writing. I

think that all of four basic language skills are Listening, Speaking, Reading and Writing. That the most important of all basic language skills are speaking and writing. “Speaking and Writing are the most important of these skills, since to some extent they presuppose the other two.

When the writer conducted teaching practices at SMP N 1 Labuhan Deli of junior high school, the writer observed that students at SMP N 1 Labuhan Deli of junior high school did not understand how to write a recount text they made many mistakes in writing recount text. The definition of recount text itself is a recount text. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by reader who was involved, what happened where this event took place and when it happened. The sequence of events is described in some sort of order, for instance a time order (Seaton, 2007). Recount text is a type of text in English that tells about a story, action, or activity. Usually, recount text tells about someone's experience. The purpose of recount text is to entertain the reader, so that there is no conflict in this text. In addition, this text also aims to provide information to the reader.

Recently, Indonesia is using *Kurikulum 2013* in the education system. In this system, recount text must be learned in detail in the nine grade of junior high school. A recount text requires a good use of simple past tense. However, grammatical errors found in students' writings are related to many aspects of grammar, such as tenses, subject-verb agreement, plural nouns, the use of conjunction and preposition, spelling, and punctuation. Therefore, to make a good and understandable recount text, the knowledge and the use of proper grammar, in this case is simple past tense, is fully needed. In this study, the researcher would like to focus on analyzing the use of the

tenses because the researcher still found some errors in students writing when the researcher taught nine grade students.

In junior high school, the students are introduced to several english text, such as narrative, recount, procedure, and so on. They are taught about the generic structure of the text which includes the tenses used in those forms of text. Since then, the students have been expected to master the writing recount text and to produce a well-constructed english text in good grammar. However, there are still many grammatical errors found when the students are trying to produce their own english grammar. Brown (2000:217) states “ an error can be seen from the deviation of grammar in the native speaker”. It means that the students error can be seen from the lack of knowledge of the rule in the target language .

In this study, the researcher is concerned with a type of text, which is recount text. Based on Gerot and Wignell (1995), recount text aims at retelling past event which is to entertain or inform others. It means that recount text can be their personal diaries, letter, biographies, and speeches (Anderson, 2003:49). Due to the fact that a recount text is intended for retelling a person's experience. It has to be written in a proper grammar in order to avoid any misunderstanding for the readers. Referring to this phenomenon, the researcher found three reasons why it is important to analyze students error in writing. First, to find out what their difficulties are. Based on the error analysis, the researcher can classify the errors and then can make some suggestions to teacher or tutor in what area the students need to be improved. Hence, the students can avoid making the same errors in their writing. Second, to help the students by showing the common errors in their writing which hopefully could improve the students understanding. Third, to give reference for future teachers or researchers to make a

medium for helping the students in understanding target language and implement writing into sentence or paragraph.

Here are the data that researcher found about an analysis on error in recount text written by nine grade students at SMP N 1 Labuhan Deli:

Table 1.1 Students' Score on Observation Nine Grade of SMP N 1 Labuhan Deli

No	Name of Students	Score
1	Ad	50
2	Ak	40
3	As	65
4	Bl	60
5	Bel	30
6	Ct	50
7	Cn	65
8	Db	55
9	Dn	60
10	Dd	55
11	Gt	30
12	Iq	25
13	Id	40
14	Mi	35
15	Ri	25
	Total	$\Sigma = 685$
	Mean	X=45.6

Based on the case above, the writer is interested to conduct a research entitled: "An Analysis On Error In Recount Text Written By Nine Grade Students Of SMP N 1 Labuhan Deli".

1.2 The Problem of the Study

Based on the background and the characteristics of problem that has been mentioned above, the writer formulates the problem of this research as the following:

1. “What are the types of Errors made by students of SMP N 1 Labuhan Deli in recount text”?
2. “What is the most dominant types of Error made by students of SMP N 1 Labuhan Deli in recount text”?

1.3 The Objective of the Study

The objective of this study is to find out the dominant types of error made by students in Writing Recount Text On Nine Grade Students at SMP N 1 Labuhan Deli.

1.4 The Scope of the Study

In research, it is very important to limit the analysis to the specific data that has been chosen so that complicated and unfocused problems and analysis do not exist. Based on the objectives of the above research, there are an unlimited number of problems. There are some genre of writing such as narrative, report, new item and so on. Therefore, the researcher only wanted to limit the writing of recount text, in recount text there are the social function which are to retell something happened.

There are several types of errors: Overgeneralizations, Simplifications, Developmental errors, Induced errors, Errors of avoidance, Errors of overproduction. So the writer focuses on the types of error, namely: 1)Spelling: omission of silent letters. 2) Grammar: Omission, Addition, Misinformation, Misordering and the writer

will analyze whether there are any parts contained in the recount text at SMP N 1 Labuhan Deli.

1.5 The Significance of the Study

This researcher hopes that the research of the An analysis On Error In Recount Text will be beneficial for researcher, teacher and students. This study is expected to give some benefits as follows:

I. Theoretically

- a) The result of the research can be new perspective in teaching writing recount text

- b) The result of the research can be new model in teaching writing recount text.

II. Practically

a. Students

For the students as the information to help them to solve their problems of error in writing recount text: a case study at junior high school.

b. Teachers

For the teachers it can be used as a reference in terms of increasing the knowledge students with do An analysis on error in writing recount text: a case study at junior high school.

c. For the researchers

For the researchers as references to do further research in the same subject in various topic in the different context.

d. Pedagogically

The result of the study will give information of knowledge about an alternative teaching method that can be used improving the students' achievement in writing material process in recount text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concept of the study should be made clear from the start. This is considered important to understand the ideas conveyed. Therefore, the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, the following is considered to be important to discuss the clarifying the concept used or being discussed so that the readers will get the point clearly.

2.2 The Definition of Error

Errors happen when the learners have lack of knowledge in process of language learning in target language. An error can be seen from the deviation of adult grammar of native speaker that reflects on the learners' competence (Brown, 2007). In addition, the description of learner's error is caused by the process of reconstruction from the first language into the target language (Ellis, 2008:50). Moursi (2003) states that errors happen because the learners have not had enough knowledge within target language so that they cannot be self-corrected (as cited in Abushihab, 2014: 214). Hence, the learners do not know whether they have used appropriate utterances in the target language or not. When the learners make error and no one gives correction to those language, they will make incorrect form. In this study, the researcher finds some errors in writing.

2.3 The Definition of Error Analysis

Brown (2000) argues that error analysis is a technique to analyze a learner's errors; they can be observed, analyzed, and classified which reveal something that comes from a system operating within the learners. Error analysis is very important for a researcher and teacher in order to reveal how far the students understand language learning and what difficulties the learners get from what they have learned in learning process. Thus, errors play a part as a positive element in language learning because the teachers can reflect the learner's systematic attempts to master the new language (Mourssi, 2013). As for example, by committing errors, the learners will show their understanding and difficulties for the teachers to work on. From error analysis, it can be seen whether the learners are affected by their mother tongue interference or they have not understood the rule of target language. Error analysis is needed in order to (a) figure out someone's capability in knowing a language, (b) figure out someone's way in learning a language, and (c) get information about common difficulties in language learning, because they will be a really helpful aid in teaching or in the preparation of teaching materials (Hasyim, 2002). Therefore, error analysis is needed by the researcher to analyze recount text written by eighth grade students in Junior High School. Furthermore, the researcher can identify the areas of difficulty that are faced by class F of eighth grade students in Junior High School.

2.3.1 The Types of Errors

The researcher discusses types of errors which are taken from Dulay, Burt, and Krashen (1982), as cited from Ellis (2008). They are divided into four major types of errors which classifications have been identified as follows:

1. Omission

Omission errors are the absence items which any morpheme or word in a

sentence is not well-formed (Ellis, 2008). It means that the learner omits the item that should appear in a good utterance. Omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. In the other hand, grammatical morphemes are little words that play a minor rule in delivering the meaning of a sentence. They include noun and verb inflections (the-s in birds, the -s in Mother's, the -ed in looked, the -ing in laughing), articles (a, the, an), verb auxiliaries (is, will, can, etc.); (is, was, am, etc.), copula, short plural, long plural and preposition (in, on, under, etc.) (Dulay, Burt, & Krashen, 1982). Dulay, et al. (1982) argue that the learners can make errors in a part of omission because they have limitations of capacity in acquiring the rule of target language (as cited in Maniam & Rajagopal, 2016). The example of omission is "She sleeping." The item in a sentence does not contribute to the meaning of sentence.

Table 2.1
The Example of Omission

Errors Sentence	Correct Sentence
My mother smasrt cooking	My mother is smart in cooking
This place is most important in the world	This place is the most important in the world
I have cat in my house	I have a cat in my house
She buys aplle in the market with me	She buys an aplle in the market with me

2. Addition

Addition errors are the presence of an item which is not supposed to appear in

a well-formed one (Ellis, 2008). In this part, types of addition errors are divided into irregular past, regular past, article, and preposition (Dulay et al., 1982). For instance, “We did not went there”. As shown in the example, the auxiliary “did not” should not be followed by past verb, it should change into present. Thus, the sentence should be “we did not go there”.

Table 2.2
The Example of Addition

Errors Sentence	Correct Sentence
She live in the depok city	She lives in depok city
I feel a happy	I feel happy
..... but not a big but not big

3. Misinformation

Misinformation error comes from the use of the wrong item of the morpheme or structure (Ellis, 2008). Misinformation error is divided into regular past, auxiliary, preposition, and possessive pronoun (Dulay, et al., 1982, p. 169- 170). The example of misinformation is “The dog ated the chicken”. The sentence contains misinformation in the use of regular past. The verb “eat” is an irregular verb so it should be changed into past form which is “ate”.

Table 2.3
The Example of Misformation

Errors Sentence	Correct Sentence

This is a important thing in my life	This is an important thing in my life
It is a exciting time	It is an exciting time
It has a important location	It has an important location

4. Misordering

Misordering errors are described by the incorrect placement of a morpheme or group of morphemes in an utterance (Ellis, 2008, p. 52). The example of misordering error is “what daddy is doing?”. The sentence has error because there is an incorrect placement. To be, “is”, should be put between “what” and “daddy”. The correct sentence should be “what is daddy doing?”. Moreover, the researcher finds three sources of psycholinguistic errors that have been identified by Richards as cited in Ellis (2008) as follows:

1. Interference Errors

According to Richards, interference errors are caused by the interference of the learners’ mother tongue (as cited in Ratnah, 2013). E.g. “The man skinny”. A Spanish speaker produces the word order of Spanish adjectival phrases so he/she literally translates the grammatical form into the learner’s first language (Dulay et al., 1982, p. 171).

2. Intralingual Errors

The errors are made by the learners who have known the general characteristics of rule learning into the target language but they still fail to apply the rules. E.g. “She goed to the market.” In that example, the learner knows the rule of simple past tense, but the learner applies a wrong concept. It can be caused by the learner’s ignorance on the use of verb two as simple past tense has irregular verb and

regular verb. In that sentence, the word of “goed” should be changed to “went” because the word “go” is irregular verb. So, the verb should be changed if an action happens at a particular time (Bayinah, 2013).

3. Developmental Errors

The errors occur when the learners attempt to construct hypotheses about the target language on the limited experience (Ellis, 2008). Developmental errors are made by children learning the target language as their first language (Dulay et al., 1982). For example: “Dog eat it”. The learner omits the marker of article and the verb past marker. The correct sentence should be the dog ate it, these are found in the speech of young children in learning English as first language (Dulay et al., 1982).

4. The Causes of Errors

One of the reasons why the learners make errors is that they have not mastered the second language yet. They lack second language knowledge and the way they are thinking may cause difficulties into the second language. It is strengthened by Ellis and Barkhuizen (2005) who reveal that the learners make errors because they have difficulties in their experiences in accessing to the target language knowledge when they communicate. The researcher uses three of eleven causes of errors by Norrish (1983) because those theories are related to this study which helps the researcher in analyzing the eighth grade students writing. The three causes of errors consist of carelessness, first language interference, and error as a part of language creativity. The researcher will elaborate them as follows:

1. Carelessness

Carelessness is often related to lack of motivation. Many teachers will acknowledge that it is not always the students’ fault; maybe the material of

presentation does not suit the students. One way of reducing errors in students writing is to get the students to check each other's writing (Norrish, 1983, p. 21).

2. First Language Interference

Norrish (1983) stated that, "learning a language (a mother tongue or foreign language) was a matter of habit formation" (p.22). The factor that makes the learners' error is the mother tongue or first language interference. Mother tongue interference is how the learners are interfered by their mother tongue. It is related to how human being learn a language (Norrish, 1983, p. 22).

3. Error as a Part of Language Creativity

Norrish (1983) states, "learners who are limited in their opportunities of listening to examples of the target language tend to form hypothetical rules about the new language on insufficient evidence" (p. 34). The learners only have limited experience of the target language so that they still make some mistakes. According to Norrish (1983), there are two types of creativity in language use. The first type is the learners' ability to use the parts of the language that he has learnt to say something however in the same way they have deviant from the target language form. The second type is the people who work of literature in another language on creative arts, it deals with novels, poems, and songs.

4. Translation

Translation is the common error made by the students. In this case, the learners make errors because they translate word by word of idiomatic expressions from first language into target language (Norrish, 1983). Besides, the learners are aware that they

have not known suitable expression so that they only use the language system which they have been familiar (Norrish, 1983).

5. Overgeneralization

Overgeneralization is a type of error by blending two structures that people have learnt in the early stage (Norrish, 1983). The example is “we are visit the zoo”. In the example above, the sentence shows a blending of continuous and the simple present (Norrish, 1983).

6. Contrastive Analysis

Contrastive analysis compares two language systems which have different backgrounds. It was meant to help teachers predict the areas of difficulty and errors. However, the application of this approach seems to fail the aim of predicting the errors based on the language structure. It was found that not all the areas of difference between a mother tongue and target language have resulted as error (Norrish, 1983). On the other hand, contrastive analysis could be helpful for the teachers to improve familiarity of target language and background language and characterize the students’ errors based on the teachers’ knowledge. The example is when the students in Thai speak some words begin with the “-ng” sound in English sing. (Norrish, 1983).

7. General Order of Difficulty

General order of difficulty is the learners of English as a foreign language are difficult to distinguish between the English sounds. The example is the children learning to speak their mother tongue (Norrish, 1983).

8. Incomplete Application of Rules

The possible cause of error in incomplete application of rules is where the learners are encouraged to repeat the questions. The example is the teacher said “do you read much?”, then the student replied “Yes, I read much”.

9. Material-Induced Errors

There are two types of error that can be caused by teaching materials. They are false concept and ignorance of rule restrictions, for instance many teachers of English employ present continuous tense form in the wrong situation. Besides, ignorance of rule restriction is to construct of false analogies (Norrish, 1983).

10. Foreign Language Errors

Interference from another language can become the possible cause of error in language learning (Norrish, 1983), for example when the students are learning English in classroom, the English teacher will use textbook. The errors will emerge when the teacher teaches or textbook use (Norrish, 1983).

11. Second Language Errors

The English learners not only appear in the classroom, but it can appear outside the class. Because English is found at many countries, which is used at official language there. When the varieties of English heard outside the classroom, they will be difference in the standard version in English (Norrish, 1983).

2.3.2 Errors and Mistakes

According to Brown (2000) an error is caused by the competence error. Meanwhile, a mistake is caused by performance error. To distinguish between error and mistake, they have their own factor. First, the factor of error comes from the learner’s competence. The learners cannot be self- mistake comes from slip of tongue, fatigue, and inattention (Dulay et al., 1982), it is caused by failing to utilize system

correctly (Brown, 2000). A mistake is inconsistent deviation from the learner in learning language when sometimes the learner gets something wrong in the use of certain item or form, but sometimes the learner gets something right (Norrish, 1983). In this study, the researcher chose errors because the researcher looks at the students who make the errors, it is not caused by slip, but the learner's competence.

2.4 Writing

Writing is one of fundamental skill on language has its definition in different people. According to Nunan in Faisal (2003:88). "He says that writing can be defined by a series of construct: it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product. The definition can be explained as follow: physical and mental mean that writing is physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some wodrs and arranging them into statements and paragraphs that able to be understood by the readers". Express and impress mean that a writer typically serves two masters, himself and his desires to express an ideas or feeling and readers. Process and product mean that a writer needs some steps of working to get a product of writing form. The writer must imagine, organize, draft, read. Based the researcher to concluded the writing physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some wodrs and arranging them into statements and paragraphs that able to be understood by the reader.

Tarigan in Faisal (1994:4) explains the definition of writing as a skill of language . "He said that writing is one of the language skills which is used to communicate indirectly, without having face to face with other people".("Dia

mengatakan bahwa menulis adalah salah satu keterampilan bahasa yang digunakan untuk berkomunikasi secara tidak langsung, tanpa harus bertatap muka dengan orang lain”). Based the researcher to concluded the writing Writing is one skills which to cummunicate without having face to face but used to communicate indirectly with writing.

Moreover, according in Candra Arifiana (Brown, 2001:335) “Writing is a skill that language is used to communicate indirectly, not face to face with another person. Writing is very important in education. Students that are more intensive practice their writing means that students thinking are more critical in developing an idea. Writing skills will get better through continuous practice and regularly”. Writing is the written products of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how toedit text for appropriate grammar and how to produce a final products.

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Writing is one of the important skills of a language. According to Harmer in Faisal (2006: 79-80) ”Writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using

electronic media. In brief, the most recording of ours is in writing form". Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal. Based the researcher to concluded the writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal.

According to Sokolik in Candra Arifiana (2006)" Writing is a combination of process and product. The process refers to the act of gathering ideas and working with the until they are presented in a manner that is polished and comprehensible to readers ". Based on the quotations above, it can be concluded that writing is a process of expressing thoughts an idea in words. Writing is a mental work of the inventing ideas, thinking about how to express ideas and organizing ideas into a good paragraph. Writing conveys aims of writer. It should be organized effectively. Writing should communicate its idea clearly, precisely and unambiguously. It is dedicated to the reader. Based the researcher to concluded the writing is a process of expressing thoughts an idea in words. Writing is a mental work of the inventing ideas, thinking about how to express ideas and organizing ideas into a good paragraph. Writing conveys aims of writer. It should be organized effectively.

The writer can be concluded is writing has been characteristics as written thinking. Students should be encouraged to express thier idea, experience, thought, and feelling. From the explanation above, it can be said that writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.

2.4.1 The Process of Writing

To create a good paragraph of writing, someone not only needs a good idea or thoughts to complete his or her writing but also more than just an idea the process of writing considers the value of writing. A good writing must be able to express their ideas directionally because writing is not only about we want to write but it is how we write.

In writing we also must do some revision. It is not only correcting errors or cleaning up a manuscript, not just confined the end of the writing process. In revising the writer usually add and delete some material but also rearrange material in their text to make their meaning clear to their readers.

Jeremy Harmer in his book "How to Teach English" says that, there are 4 things that must be considered in the writing process, namely: plan, framework, review and editing. The four aspects above play an important role in the process of spawning a paper. Plan (what is the author's idea), Framework (determine the content and format of the work), Review (find fault for justification), Editing (revise the results of the paper for improvement).

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983). However, researchers and educators have identified several logical steps that most writers go through, displayed in Figure.

Table 2.4.

The Writing Process (Bereiter & Scardamalia, 1983)

No	Pre Writing	Drafting & Writing	Sharing & Responding	Revising & Editing	Publishing
1	Ready to write.	Write and Refine Paragraph.	Share work gain feedback.	Revise content.	Celebrate and Show case Finished product
2	Decide on a Topic.	Focus on communication of meaning.	Peer editing.	Proofread for writing conventions.	Build confidence in Students as writers
3	Brainstorm.		Writing Workshops	Text Recognition	

2.4.2 The Genres of Writing

Referring above statement, genre writing tries to see writing from different perspective. It is a different angle how writing is viewed and how it is written and how it is analyzed It is extremely different form ‘conventional’ perspective about writing (Dirgeyasa, 2015). It can be simply concluded that genre writing is a new perspective to teaching writing due to different perspectives. It also important to note that one of

the central insights of genre analysis is that writing is embedded in social situation, so that a piece of writing is meant to achieve a particular purpose which comes out of a particular situation. In terms of genre writing, as cited in (Dirgeyasa, 2015) proclaims that:

“Genre implies that students to write not just to write but to write something to achieve some purposes such as it is a way of getting something done, to get things done, to tell story, to request an overdraft, to describe a technical process, to report past event, and so on, we follow certain social convention for organizing messages because we want our readers to recognize our purpose”.

Hyland (2009:15) says that genre is recognized as of communicative action to participate in any social events. Besides that, describes that there are importance of learning Genre in Writing, they are:

1. Genre serves as the frame of reference in which particular task to be oriental.
2. It is closely tied with the discussion of communicative purpose (intention) and conventionalized format (rhetorical structure) of a text and linguistic realization.
3. Thus, it provides a reference for a particular communicative purpose to achieve stages of the rhetorical to cover and linguistic features to stick, by which the reader's expectation can be met effectively. It provides framework that recognize and share the same features among the people in the related field. It immediates that the interrelationship between texts, writers and readers.

From the explanation above, they can be concluded that genre is some kinds of type of text have the grammatical purpose in the writer in particular social context.

Table 2.5.

A Range of Story and Factual Genres (Hyland, 2009:15)

Story Genres	Social Function	Schematic Function	Languages Features
Narrative	To amuse, entertain and to deal with actual or various experience in different ways.	Orientation, evaluation, complication, resolution, re-orientation.	focus on spesific participants. Use of past tense. Use of temporal conjunctions and temporal circumstances. Use of material (or action) processes. Use of relational and mental processes.
New Story	Factual text which informs readers events of the day which are considered newsworthy or important.	Newsworthy event(s), background event(s), sources.	Short, telegraphic infomation about story summarized in one-sentence headline. Use of material or action processes to

			<p>re-tell story.</p> <p>Use of projecting verbal processes in source stage.</p> <p>Focus on circumstantial meaning often dramatic of participant structure.</p>
Exemplum	To dealt with incidents that are in some respects out of usual, point to some general value in the cultural context.	Abstract or synopsis, orientation, incidents(s), judgment(s), re-orientation.	<p>Use of exophoric reference</p> <p>Use of conjunctive relation both, temporal and logical.</p> <p>Material and action processes to explore incidents.</p> <p>Relational processes to explore judgment.</p> <p>Text reference and lexical ties to point to values suggested by events.</p>
Anecdote	To share with	Abstract,	Use of exclamative,

	others an account of an unusual or amusing incident	orientation, crisis, reaction, coda.	<p>rhetorical questions and intensifiers to point up the significance of event.</p> <p>Use of temporal and continuative conjunctions.</p> <p>Use of material of action processes (in present or past tense).</p> <p>Use of relational and mental processes to evaluate events.</p>
Recount	To retell events for the purpose of informing or entertaining	Orientation, events, reorientation.	<p>Focus on individual participants.</p> <p>Use of past tense.</p> <p>Focus on a temporal sequence of events.</p> <p>Use of material (or action) clauses.</p>
Spoof	To retell an event with a humorous twist	Orientation, event(s), twist.	<p>Focus on individualized participants.</p> <p>Use of material</p>

			<p>processes</p> <p>circumstance of time and places</p> <p>Use of past tense.</p>
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Factual Genres	Social Function	Schematic Function	Language Features
Procedure	To describe how something is accomplished through a sequence of actions or steps	Goal, materials, step 1-n.	<p>Focus on generalized human agents.</p> <p>Use of simple present tense.</p> <p>Use of mainly temporal conjunctive relations.</p> <p>Use of mainly material (action) clauses.</p>
Explanation	To explain the processes involved in the formation or working of natural or socio-cultural	A general statement position the reader, a sequenced explanation of	<p>Focus on generic, non-human participants.</p> <p>Use of simple present.</p>

	phenomena.	why or how something occurs	Sue of temporal and casual conjuctive relations. Use of mainly or action caluses, soome passives to theme right.
Report	To describe the way things are, with referrence to arrange or natural, manmade and social phenomena in our enviroment	General, classification, description (parts, qualities, habits or behavior (if living) uses (if non-natural).	Focus on generic participants. Sue of simple present. No tempora; sequence. Use of “being” and “having” caluses.
Exposition	To parsuade the reader or listener that something is the case	Thesis arguments, rrecommendation.	Focus on generichuman and non human participants. Use of madility and modulation. Use of logical conjuctive relations reasoning expressed as verbs and nouns of

			material, relational and mental proses.
Discussion	The persuade the reader of listener that something should or should not be the case	Thesis, arguments, recommendation.	Focus on generic human and non-human participants. Use of modality and modulation. Use of logical conjunctive relations reasoning expressed as verbs and nouns of material, relational and mental proses.
Review	To present (at least) two points of view about an issue	Issue, arguments for and against or statements of differing points, of view, conclusion or recommendation.	Focus on particular participants. Direct expression/ of opinions through use of attitudinal lexis. Use of elaborating and extending clause and group complexes to package the information.

			Use of metaphorical language.
News Item	To describe a particular person, place or thing	Identification, description.	Focus on generic human and non-human participants. More use of modality and modulation. Few temporal conjunctive relational reasoning expressed as verbs a nouns use of material, relation and mental proces.

The writer focuses on analysis recount text written by students because of recount text is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened.

2.5 Recount Text

According to Knapp, P. & Watkins (2004:29) Recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts is written to retell events with the purpose of either informing or entertaining their audience (or both). Recount is one of the text type which has a function to retell or inform an event or activity in the past.

Recount almost has the same with narrative because both recount and narrative have a function to tell the activity or event in the past. The different is recount tells the activity or event just to give the information to the readers, but narrative tells the activity or event not only to give information, but also to give a moral lesson by presenting a problematic experience and then will be ended by a problem solving.

In writing recount, there is a generic structure and language feature. The generic structure of recount, is it orientation, event and orientation. The language feature of recount is use past tense, temporal sequence, using action verb and using linking verb. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Recount text is based on the life experience and foreign language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports (Ken Hyland, 2004; 29).

Recount text based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science

excursion, everyday life in another time or culture. Personal letters to friends are often recounts of experience.

2.5.1 The Purpose of Recount Text

1. Recount-shaped reading is an event that has been experienced, usually in the form of reports and so on.
2. Students need to learn recount text to tell real events that have been experienced both verbally and in writing.
3. Competency standards related to mastery of this type of text are able to communicate verbally or in writing interactively.

2.5.2 The Social Function of Recount Text

Recount text has some social functions, which are:

1. To retell something happened

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

2. To inform something to the readers

It informs to the reader about what happened, where this even took place and when it happened.

3. To entertain

Sometimes, recount retells a funny experience. It has a function to entertain the reader.

2.5.3 The Language Features of Recount Text

The language features of recount text are:

1. Focus on individual participant/a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the recount. Example: *I went to the park*. The third person, an observer is telling it.

Example: *Vera went to the park; she saw a pond near that park*.

2. Using past tense

Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own *term* but most of them have the same content.

3. Simple Past

The simple past indicates that the activity or situation began and ended at a particular time in the past.

For example:

I walked to school yesterday.

If a sentence contains *when* and has the simple past tense in both clauses, the action in the „when clause“ happen first.

For example:

I stood under a tree when it began rain.

4. Past Progressive

The progressive indicates that the activity was in progress in the past

The progressive indicates that the activity was in progress in the past.

For example: *I was studying at eight o'clock last night.* : Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.

For example: *While I was studying in one room my house, my brother was having a party in other room.*

5. Past Perfect

The past perfect expresses an activity that was completed before another activity or time in the past. For example: *My parents had already eaten by the time I got home.* If before or either is used in sentence, the past perfect is not necessary because the time relationship is already clear. The simple past may be use.

For example: *After the guests had left, I went to bed.*

6. The past perfect progressive

emphasizes the duration of an activity that was in progress before another activity or time in the past.

For example: *The police had been looking for the criminal for two years before they caught him.* This tense also may express an activity in progress recent t another time or activity in the past.

For example: *When Agung got home, his hair was still wet because he had been swimming.*

7. Using Material (action) Process

Material Processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity.

8. Focus on temporal sequence of events (temporal conjunction)

Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clause or sentence.

Example: *Last year, on the weekend, then, etc*

2.5.4 The Generic Structure of Recount Text

- 1) Orientation: provides information about who, where and when
- 2) Events: records of events, events or activities that occur, which are usually delivered in chronological order
- 3) Reorientation: re-introduction that summarizes a series of events, events or activities.

Examples and Text Structure: Topic: Our trip to the Blue Mountain Last Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday the Three Sisters went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della.

We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. In the afternoon, we went home.

VOCABULARIES:

1. Mountains : pegunungan
2. lots of : many: banyak
3. Tennis court : lapangan tenis
4. scary ks. Menakutkan
5. Scenic ks. permai, indah (of an area, view). s. railway jalan kereta api dengan/yang penuh pemandangan
6. Cockatoo kb. Kakatua

2.6 Previous Research

The researcher employs some previous studies to support this study, First study is an undergraduate paper entitled *ERROR ANALYSIS IN WRITING RECOUNT TEXT* the Research proposal by Tri Agustina (2014). The study aims to identify the types of morphological, syntax, discourse error in writing recount text by the eight grade students of SMP Muhammadiyah 4 Surakarta. type of errors, to know the dominant type of error and to know the sources of the errors. The type of research is qualitative research. The method of collecting data is elicitation method, which is divided into four steps: first steps are requesting the learner to make recount given; second step is reading the recount text made by students; third step is

finding and marking error in the recount text; and last step is dividing the error into the types of error based on linguistic category and surface strategy taxonomy.

For analyzing the data, the writer takes six steps, namely: identification of errors, classifying into error types, describing the frequency of error, describing the dominant type of error, analysis of the sources of error and describing the purposed remedial teaching. The result of research shows that lexical errors is 22,2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64% which includes verb (omission of verb, misuses of verb in past tense, addition of to in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (omission of be, misuses of be), phrase (misordering noun phrase)), article (addition of article), preposition (addition of preposition, omission of preposition), sentence construction(omission of subject, literal translation of Indonesian). Discourse error is 7,7% which include generic structure. The dominant type of error is wrong spelling and misuses of verb in past tense.

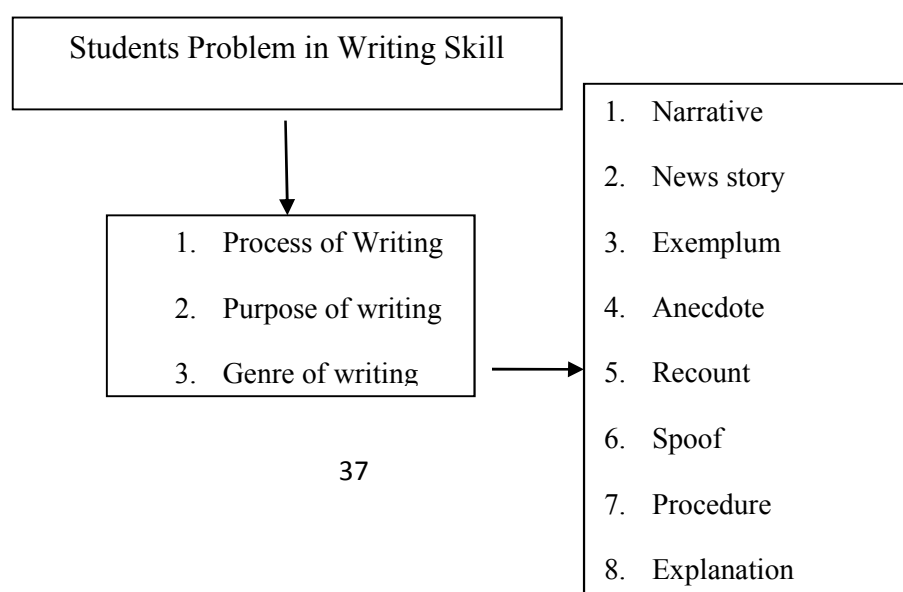
The second study is an undergraduate paper entitled *Analyzing Errors In Recount Text Written By The Third Year Students Of SMA I Pinrang* research proposal by Hardiani Ardin This research aimed to find out the most frequent errors that the students made in writing recount text. This research used descriptive method with quantitative data analysis technique to answer the proposed question. The scope of the research was limited to the grammatical analysis and the mechanics of writing components to the forty recount texts written by the third year students of SMAN 1 Pinrang. The errors were classified into nine categories: errors in using verb form; subject-verb agreement; the use of article; the use of preposition; noun pluralization; the use of pronoun; the use of conjunction; spelling and punctuation. There were 704

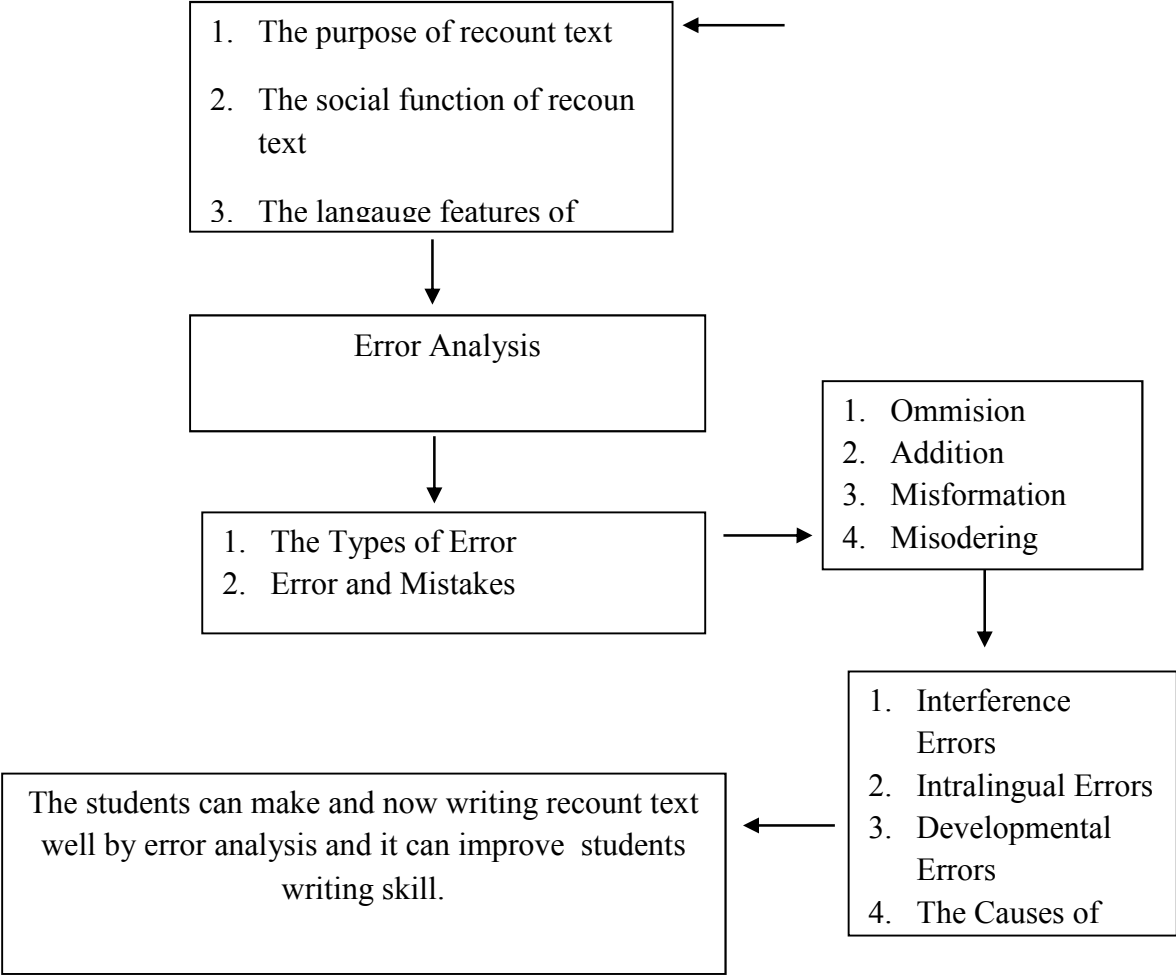
errors that the researcher found. The research findings indicated that the most frequent errors made by the students were in using verb form, punctuation, preposition, spelling, noun, article, and pronoun. It could be inferred that the students have not mastered the grammar well. They face a lot of problems in English language generally and particularly in writing the English language.

2.7 Conceptual Framework

Students must master four language skills; listening, speaking, reading and writing. Writing is the most important skill. Idea, though, opinion, information and message can be expressed on a piece of paper. Many students find it hard to write in English. In this study descriptive writing is concerns with factors namely; organization, content, vocabulary, language use and mechanism. The use of An analysis of material process in writing recount text to improve the writing recount text ability. It creates an active class. It also improve motivation of the students to be more creative and active. From the description above, the analytical construct of the research can be drawn in the following figure:

Figure 2.6 The concept framework an analysis on error in writing recount text.





CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design used a descriptive qualitative research. According to Best and Kahn (2003:24) qualitative descriptive research uses non- quantitative methods to describe what is and systematic procedures to discover non-quantifiable relationships between existing variables.

According to Dawson (2007: 15-16) "qualitative research explores attitudes, behaviour and experience through such methods as interview or focus groups". The reason takes this method because this method is more suitable for collecting data, and participants could give the available and much accurate data.

3.2 The Subject of the Research

Subject in this study was taken from the work of nine grade students of SMP N 1 Labuhan Deli Medan, which is writing a recount text. Writer takes one class of that which consists of 28 students in a class.

3.3 Instrument of Collecting the Data

According to Creswell (2009:178) states the data collection steps included setting the boundaries for the study, collecting information through unstructured or structured observations and interviews, documents, and visual material, as well as establishing the protocol for recording information. In this research, the data were collected by qualitative data. The instrument of collecting data is used by the researcher to get the data observation by using test. That was writing test. Writing test used to find out the kinds of errors on students writing recount text. The writer asked students to write a recount text with their experience when they holiday. It was about their unforgettable

experience. The task was be used to collect the students errors in writing recount text that was analyzed by the writer

3.4 The Technique of Collecting the Data

To collect the data, the writer takes these following ways:

1. The writer takes 28 students and the test was given to tyem
2. The writer gave them task to write a recount text with the topic “ Unforgettable experience when holiday”
3. The writer indentified the errors make by students errors in writing based on theory Dulay (1982:150).

3.5 The Technique of Analyzing Data

1. Finding some sentences in writing passage.
2. Reducing the data from writing text.
3. Categorizing the data from writing recount text.
4. Analyzing the data based theory on Dulay (1982:150).
5. conclulating the dominant types of error.

3.6 Validity (Triangulation)

According to Oslen, W (2004:3) states that in social science triangulation is defined as the mixing of data or methods so that diserve viewpoints or standpoints cast light upon a topic. The mixing of data types know as data triangulation. Data triangulation os often thought to help in validiting the claims that might arise from an initial pilot study. The mixing of methodologies, e.g. mixing the use of surveydata with interviews is a more profound form of triangulation.

In this study, the writer used data triangulation from Miles and Huberman (1994) namely Methodology triangulation. By this techniques, the writer will collect the data by using observation and conducting primary reserach which was used and the writer collect and comparing the result of the problem in the research with the contents related to the theory used.