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GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT AT 8 SENIOR HIGH SCHOOL JAMBI CITY

THESIS



By:

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**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI
2022**

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THESIS

Submitted as One of the Requirements for Obtaining a Bachelor
Degree in English Education



By:

Rahayu Indri Lestari

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


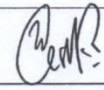
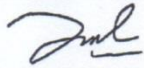

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Day : Tuesday
Date : May, 30th 2022
Time : 09:30 – 11:00
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Title : Grammatical Errors in Writing Recount Text at 8 Senior High School Jambi City

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

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Department : English Education
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We would like to say thanks for attention.

Wassalamu'alaikumWr.Wb.

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First Advisor

Amalia Nurhasanah, M.Hum

NIP.198401122011012007

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ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled "GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT AT 8 Senior High School Jambi city" is originally and truly my own work. As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, and ethics of scientific writing. If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, 19 December 2022

Rahayu Indri Lesta:
NIM 205172847



DEDICATION

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Sholawat to The Prophet Muhammad ShalallahualaihiWasallam. His coming really changed the world.

Special Thanks to:

Special thanks to my 1st and 2nd advisor, Ms Amalia Nurhasanah, M. Hum and Mr. Edi Rozal M. Pd for their kindness and patience to guide me to make this thesis.

May Allah SubhanahuWata'ala bless us.

Aameen.

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MOTTO

الأعراف: ١٩٩: خُذِ الْعَفْوَ وَأْمُرْ بِالْعُرْفِ وَأَعْرِضْ عَنِ الْجَاهِلِينَ

Be gracious, enjoin what is right, and turn away from those who act ignorantly.
(Qs. *al-'A'raf* 7:199)



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2. Dr. Hj. Fadlilah, M.Pd as the Dean of the Faculty of Education and Teacher Training.
3. Prof Dr. Risnita, M. Pd as the vice of academic affair Dean of the Faculty of Education and Teacher Training, Dr. Najmul Hayat, M.Pd as the vice of general administration Dean of the Faculty of Education and Teacher Training and Dr. Yusria, S. Ag as the vice of students’ affair Dean of the Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M. Pd, as the chief of the English Education Study Program Department.
5. Amalia Nurhasanah, M. Hum, as the first advisor, who has educated and provided guidance during correcting this proposal research.
6. Edi Rozal, M. Pd, as a second advisor, which has been providing guidance and motivations.
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8. All of the administrator and library staff of UIN STS Jambi.
9. For Parents and My Family who are always giving spirit.
10. And all of my friend’s English programs in 2017.

Researcher realizes that this research proposal is still lacking. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any deficiencies in the preparation of this research proposal.

Finally, the researcher hopes that this research will be of useful for the



students of English Department and as a reference for other researchers.

Jambi, July 2022

Rahayu Indri Lestari
NIM 205172847

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ABSTRACT

Name : Rahayu Indri Lestari
Study Program/Department: English Education Study Program
Title : Grammatical Errors in Writing Recount Text
at 8 Senior High School Jambi city

The current study was intended to identify the types of grammatical errors by the eleventh-grade students at 8 Senior High School Jambi city in writing recount text. The researcher used the descriptive qualitative research method. The research participants were the students of 8 Senior High School Jambi city, this school has science and social major. The data source here was the students' writing. In collecting the data, researcher used pre-observation and documentation of students writing. There were four steps to analyze the data which contain students' errors. It consists of collecting the data, identifying the errors, classifying and explaining. There were twenty recount texts analyzed. The result of this study showed that the most frequent errors found in students' works were misselection (80 items), omission (10 items), addition (2 items), and misordering (5 items). After do the analysis, it was found that the highest grammatical error made by the students was misselection.

Keywords: Grammatical Errors, Recount Text, Writing Skill

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CHAPTER I INTRODUCTION

In this chapter, the researcher discusses the research background, Problem identification, problem limitation, problem formulation, research questions, purpose of the research, and significance of the research.

A. Background of the study

Writing is is often used to express human thoughts through a series of words in lettering form. Cite on Husna and Multazim (2019), Hamer state that write is a method to transfer thought, felling, idea and opinion in lettering form. Writing is a productive skill but as productive skill, writing is unlike speaking, listening or another apt skills. Writing needs a lot of vocabulary for build a paragraph, it also needs the correctness of grammatical due to be comprehensible aside from other writing rules. Moreover, it takes a lot of time to arrange a paragraph. It caused writing become one of complicated skills which hard to be mastered. This is supported by the statement of Harmer (2004) that writing isn't tied to time as well as conversation.

When writing, the student usually needs more time to think than other oral activities. The student can arranges what is on his or her mind, and even with the help of a dictionaries, books of grammar, or other references material to compose words. Mostly for second language learners, the difficulties in writing lie not only in the preparation, processing and creation of ideas, but also in translating ideas into readable writing. As said by Richards & Renandya (2002) that writing is the hardest skill for learners to quell. The difficulty in translating these ideas into a readable text lies not only in leading and ordering the ideas. The skills involved in writing are very complex. In writing, the student must pays attention to spelling, punctuation, diction, etc.

In writing, some short functional text is usually used. There are some teeny functional texts, such as: report, narrative, descriptive, procedure and no less-important is recount text. Recount text is a type of text that retells past events or experiences. According to Anderson & Anderson (2003), recount text is a text that

retells the past of events and often in the sequence of events that occurred. The social function of this text is to tell the past experienced by retelling the events in sequence. Examples of recounts are diaries, letters, experiences or incident reports. To make recount text, students must master the recount text feature first. In addition to mastering the features of recount text, they must also master grammar (pronoun, diction, etc.), tenses (Present past tense), and must also have sufficient vocabularies.

By using grammar, people can express their ideas properly both orally and in writing, therefore grammar is very essential aspect in English learning. Cited in Sari (2013), Gun and Mc Callum utter that grammar is an necessary skill that a learner must master. It becomes doesn't important if students cannot use it accurately in their communication. An English learner needs to learn grammar and use it properly. Ellis (2016) said that in studying grammar, students must overcome the difficulties such as difficulty in compassionate the rules of grammatical and the features too, so that students can use grammar correctly, students must understand grammatical rules or features and difficulties in analyzing grammatical features.

The researcher can wind up that students will be greatly helped in conveying their feelings, ideas and messages in writing to the reader if they have a good grammar system. Language with in correct grammatical will be hard to organized and cause some problem of communicate, such as grammatical mistakes in writing. Therefore, learner needs to master the grammatical system of the language. So they able to communicate with the others to transfer messages clearly.

After conducting preliminary research, which conducted at SMA N 8 Jambi City, the researcher found that the students' competence in writing English was worrying, not just poor in vocabularies aspect it also lows in grammar aspect. By interviewing an English teacher at SMA N 8 Kota Jambi and he said that "the students' ability in writing is not too good". It can be seen from the low students' writing scores taken from eleventh grade class as a sample. Which only 13 of 36 students scored above 7,5 (the Minimum Criteria at 8 Senior High School Jambi



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City) it means that only about 35% of students are that have good written form and the other 65% it's not good in writing. Line with that, To find out about student competence in writing for eleventh graders at 8 Senior High School Jambi city, in the introduction to the study, the author asked several students to write recount texts.

In the pre-observation test, there were some mistakes made by students. First, a student wrote "Last Night, I am so sleepy" this was Regularization Error, where it should be written "Last Night, I was so sleepy". Second, a student wrote "He live 2 year in Jakarta" these were Regularization Error and Omission Error, the corect one is "He lived 2 years in Jakarta". the third was an Omission Error, a student wrote "I born in Jambi" which it was miss the past tense to be, the corect one is I was born in Jambi. the forth is a Regularization Error, a student wrote "She builded a house last year", she add 'ed' to change 'the build' into second verb, it should be written "She built a house last year".

and there were Some mistakes made by students.

Based on statements above, the researcher interested to found what were the problems do the students of 8 Senior High School Jambi city have in writing recount text, therefore, the researcher want to conduct research entitled "Grammatical Errors in Writing Recount Text at 8 Senior High School Jambi city".

B. Limitation of the Problem

Based on the students' identification and the background above the researcher focused on the students' grammatical error in writing recount text, especially in using past tense based on Surface Strategy Taxonomy made by eleventh students with natural and social science majors at 8 Senior High School Jambi city.

C. Formulation of the Problem

Based on the explanation above, the problem in this research is what are

the type of grammatical error made by students at 8 Senior High School Jambi city in writing recount text based on surface strategy taxonomy?

B. Objectives of the Research

Based on the formulation of the problem above, the research objective is to Find out types of grammatical errors made by students in writing recount text based on surface strategy taxonomy.

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CHAPTER II REVIEW OF RELATED LITERATURES

In this chapter, the researcher elucidate the theoretical framework of this research. Analysis of errors, writing, recount text, and past tense are included in this chapter. In the discussion of errors, it consists of understanding or definition of errors, types of errors, causes of errors, classification of errors and the last is the difference between errors and mistakes. Although error and mistakes have the related definition but they have different meanings.

The next discusses of sub-chapter which the writing meaning or definition, the kinds of writing, and the types. The next sub-section discusses the recount text definition, which contains the definition, types, contracting recount, generic structure: parts of recount, and recounts grammatical types. The last part is discusses the present past tense which is a grammar lessons related to this research.

A. Writing

One of the productive English skills is writing. Writing must be mastered by English as Foreign Language (EFL) learners in Indonesia for the purposes of written communication, namely; essay, thesis, letter, paper, journal, project report, article, etc. according to Fareed et.al (2016) This confirms that writing has an important role in the production of language used for contemplation of knowledge. academic

Writing has an important function as a mean of communication to draw our ideas, to share knowledge and to reciprocate the information. According to Raymond in Wijayanti (2016), writing is more than just a mean of communication. It is a system of remembering as well as a thinking way. Writing makes words stays, and consequently enlarge peoples collective memories from the relatively little of repository that we can recall and transmit orally to the boundless

capacities of modern libraries. Cite in Kumala (2019) writing is complicated and

not easy, the students need to practice regularly in writing to make a good and meaningful writing.

Furthermore, Knapp and Watkins (2005) utter that writing is an engraving, removing language from the limitations and proximity of time and arranging it hierarchically.

Moreover, Richards & Renandya (2002) in Fauziati (2010:45) state that this is due not only to generating and organizing ideas by using the right choice of vocabulary, sentences, and paragraph organization, but also to turning these ideas into legible text.

So, writing involves more than just producing words and sentences. To be able to produce a written work, we must be able to write a series of words and sentences that are connected grammatically and logically, through the goals we have in mind are in accordance with the intended readers.

B. Recount Text

a. Definition of recount text

In everyday life, people usually tell of events that they have been through. Whether they tell stories about good or bad events, they usually talk about them or even write about them. It is one aspect of recount.

Recount text is the uninvolved type of text in teaching writing. According to Knapp and Watkins (2005), recount text is a connecting text that does nothing more than sequences a series of events.

It can be said that recount text means a form of text that talks about someone's experience in the past, usually talking about the researcher's own experience, such as adventures and what happened on their last day.

b. Linguistic Features

In accordance with Hartono (2005), the linguistics features of recount text there are:

1. Focus on Individual Participants

For example: *I (the author or writer)*

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2. Use of Past Tense
For example: I drank mango juice with my family.
3. Focus on a Temporal Sequences of Events
For example: *On Monday, last Year*
4. Use of Conjunction
For example: *before, then, next, after.*

C. Grammar

Swan in Fauziati (2010) stated, grammar is a rule that shows how to put words together that will be arranged or changed to become meaningful sentences and wordings. Furthermore, Fauziati (2008) states that the center of learning a language is grammar. Without a capable knowledge of grammar, language development of learners will be very difficult and complicated. In addition, Knapp and Watkins (2005) state that grammar is a way of studying and analyzing the way words are put together in sentences, using different types of terminology depending on whether a word is classified as a type or the word is described. With its function or what it does. Grammar has to do with the analysis of sentences that form the rules to regulate how language, sentences are formed. In other words, grammar is a structure in linguistics that functions to regulate the proper arrangement of words into sentences.

From the explanation above, it can conclude that grammar is obviously. It hard to explain how the statements are formed, but also provides a tool to generate some possible structures that have never been used before, which might be necessities for learners who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more useful and effective. Grammar is the most essential aspects in writing. With a view to make a good re of writing, the first things should be mattered in grammar. It consists of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (Adjective, noun, be, verb, etc.), and issues concerning cohesion and coherence of whole text. If grammar rules are too

violated, communication may endure, although creating good grammar rule is so complex.

According to Swan in Harmer (2002) the satisfactory rules include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are 'truer' than others), 'clarity' (because rules that are hard help anybody) and 'relevance' (because there are some things which a lecturer or learner probably unneeded to know). Knowledge of good grammar will react with the coherence of the piece of writing. By using correct grammatical rules, researchers will have better writing.

According to Barkhudarov in Iriskulov (2006), a language has grammatical category which recall linguistics occurrence that has a common grammatical meaning consisting of at least two particular meanings that are opposed to each one and that have constant grammatical means of their own to express them. The features are:

- 1.) It has number general grammatical meaning
- 2.) It consists of two particular meanings, those are plural and singular
- 3.) Singular is antonym plural, they are opposite
- 4.) Singular and plural have grammatical of constant

Lyons in Soetikno (1995) classifies grammatical category into three types:

1. Functional categories, which mention the notion of Subject, Object, and so on.
2. The primary categories, which includes of the word classes such as the Noun, Adverb, Verb, Adjective.
3. The secondary categories, which consists the number notions, Gender, Person, Mode, Tense, and Voice.

One of secondary categories is tenses. Tense definite as two main types of information; time relations and spectral differences whether an action, activity, or activities or statement in the past, present and future. Azhar

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(1989), has mention the twelve tenses, namely: simple present tense, simple past tense, present progressive (continuous tense) tense, past progressive tense, future progressive tense, future tense non-progressive, present perfect tense non-progressive, present perfect progressive tense, past perfect tense non-progressive, future perfect progressive tense, future perfect tense non-progressive, and past perfect progressive tense.

Whether or not a time word is used, the simple past tense implies definite time that ends in the past. According to Cowan (2008), the simple past tense is used for things that started and finished in the past. Students typically produce recount narratives using the simple past tense, therefore they must be proficient in using it. Because producing recount texts requires knowledge of the simple past tense, specifically in writing about experience. According to Anderson & Anderson (2003), a recount text is a narrative that describes past events, typically in the chronological sequence in which they happened. This tense has three aims:

- a. It is used to refer to one event completed in the past.
E.g., *I met him last night.*
- b. It is used to refer to repeated events completed in the past and no longer happening.
E.g., *She read story while you were in Paris.*
- c. It is used to refer duration of an event completed in the past.
E.g., *He stayed in America for six years and then he moved to Indonesia*

F. Error

1. Definition of Error

Avoiding errors in all speech, labor, or written form is exceedingly tough. According to Dulay (1982), the idea of error is the imperfection in a student's speeches or writing. According to Dulay's assertion, the researcher comes to the conclusion that the inaccuracy has to do with either poor speaking or poor writing.

2. Error Based on Surface Strategy Taxonomy



In this instance, the classification of errors suggested by Dulay, Burt, and Krashen (1982) in Ellis and Barkuizen (2005) includes a variety of surface strategy taxonomies. The following four categories of errors exist:

1. Omission

Omission causes the build of a phrase or sentence to be inaccurate or false, this is because it eliminates one or more elements of language that are needed in the phrase or sentence.

2. Additional

In contrast to omissions, omission errors are different from additional errors. Where there will be grammatical elements that should not exist. It calls as addition error. This error is indicated by the presence of an item (E.g., article, auxiliary verb) that shouldn't appear in well formed speech. This is the antonym or opposite from omission error. There are three kinds of additions.

1) Double marking

Many addition errors are described as failure to remove certain required terms in a sentence or even phrase. This error occurs when students give more than one marker in their tenses. In sentences where an addition is needed in addition to the auxiliary verb, main verb, learners often place a marker on both. This error occurs when there is more than one marker in speech, for example:

- a) She **doesn't eats** chilli. (incorrect)
She doesn't eat chilli. (Correct)
- b) You **didn't went** to Jamtos yesterday. (incorrect)
You didn't go to Jamtos yesterday. (Correct)

2) Regularization

Regularization error means, it occurs when the students add morpheme to the exceptional words, for example:

NO	Regularization	Correction
----	----------------	------------

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	Error	
1	Puted	Put
2	Sited	Sit
3	Writed	Wrote
4	eated	ate
5	writed	wrote

Table 1
Regularization Error

3) Simple Addition

This error occurs when there is an addition of something which did not belong to double marking or regularization.

Example:

- a. Mother cooked **in at** the kitchen last night. (incorrect)
Mother cooked in the kitchen last night. (Correct)
- b. The bags is so expensive. (incorrect)
The bags are so expensive. (Correct)

3. Misselection

Error of selection is the misselecting or chooses the wrong element or part which will change the word into the right one. This is an example, when the learners write: “*I eat banana last night*” and the learners will select the sentence if it is in past tense form. That “eat” should be “ate”. Thus, the true sentence is *I ate banana last night*. There are three types of Misselection errors, they are:

a) Regularization errors

The kind of error occurs because bad or incorrect selection. It may cause biased odds ratio estimates, for example:

1. Himself : his self
2. Whose : for who

b) Archi-forms

Archi-forms error occurs in which the learners select one member of a class of forms to represent others, for example:

1. That cats : those cats
2. These cat : These cats
3. I beauty : My Beauty
4. Me sleepy : I'm sleepy

c) Alternating forms

When learners' vocabulary and grammar grow, the learners will make this kind of error. The use of archival forms often gives way to free alternation of various class members with one another. Just like addition errors, Alternating indicate that some learning has taken place and except for certain attitudes or environmental conditions, the learner is on his direction to proficiency of the target language. For example:

1. Those cat
2. This birds
3. I gone with you yesterday
4. She would has ate banana

4. Misordering

Error of order is the sentence is right but in incorrect order. For the example: "*What he is reading for?*" the sentence "is" normally set before "he". Thus, the correct sentence is, "*What is he reading for?*"

3. Cause of Error

Brown has stated in Hotimah (2019) that there are four kinds of cause of error those are; interlingual transfer, intra-lingual transfer, context learning, and communication strategy. The cause of error is used for avoiding learners to make the same errors.

1. Inter-lingual Transfers

Many students learning English have problems with how transfer between languages causes transfer between languages a misunderstanding of the mother tongue into the target language. Before the second language was known, the first language used a drawing system for learners because it was only linguistics. It is making many English learning students are having problem in the interlingual transfer.

2. Intra-lingual Transfers

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In the past, language learning was influenced by transfer between languages, fortunately learners have started adding new systems. The target language is clearer from the view of generalization between languages, and begins to provide conclusions in the target.

3. Context of Learning

The learning context includes how the teacher responds to the material during the learning process. The teacher often makes an explanation error for the students caused by the misunderstanding of the book. Inadvertently students can also make errors structure.

4. Communication Strategies

According to James (1998) communication strategies are correlated with learning styles. The use of a production strategy serves as a message delivery at certain times. It is also a source of error. In fact, according to James, he divided the error categories into three. Those are:

a. Inter-lingual

Interlingual transfer is caused by a misunderstanding and misconception of the mother tongue. This is caused by a contaminated foreign language. This is a failure to transfer knowledge from the native to the target language. This is also caused by students who do not have the same way of mastering their mother tongue who are targeted with foreigners. In conclusion, the students misinterpreted and misunderstood the written and oral concepts in learning the target language. Many students have problems in their mother tongue.

b. Intra-lingual

Intra-lingual caused by failed learning. Learners try to conceptualize the target language with lack of experience. In

addition, intralingual is also caused by a lack of competence from the material being studied. Thus, students create incomplete elements.

c. Induced Errors

Because it does not result from students' unclear or incomplete statements, this error is known as a natural error. The cause, which is frequently carried out by students and is the reason for this term, is when the teacher or students take the incorrect explanation from the textbook and simply memorize a few words in the exercise but not the context.

4. Classification of Error

According to Betty Azhar the errors in writing are classified into 14 (fourteen) types:

1. Singular-plural
E.g., I have been there for two week.
I have been there for two *weeks*.
2. Word form
E.g., He met a beauty rose.
He met a *beautiful* rose.
3. Word Choice
E.g., She got on a car.
She got *into* a car.
4. Verb Tense
E.g., Caca and ana are here since March.
Caca and ana *have been* here since March.
5. Add a word
E.g., Toto want go to a beach.
Toto *wants to* go to a beach.
6. Omit a word
E.g., Ara's sister entered to her school.
Ara's sister *entered her school*.
7. Word order
E.g., They drank three times that milk.
They drank *that milk three times*.



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8. Incomplete
E.g., Momo ate. Because I was hungry.
Momo *ate because I was hungry.*
9. Spelling
E.g., This cat is cut
This cat is *cute*
10. Punctuation
E.g., How is he doing?
How is he doing?
11. Capitalization
E.g., We live in Jambi
We live in *Jambi.*
12. Article
E.g., a avocado
An avocado.
13. Meaning not clear
E.g., She jump for the bed
She jump *to* the bed
14. Run-on sentence
E.g., The brothers ware cooking

Of these types of errors, Betty Azhar in Hotimah (2019) explain more of grammatical classification and structural errors; such as singular or plural, word forms, word choice, verb tenses, omission or addition of words, word order, uncompleted sentences, spelling, punctuation, capitalization, articles, unclear meanings, and run-on sentences.

This study focuses on using the theory by Dulay, Burt and Krashen (1982) which has classified errors in writing into four, namely misselection, omission, addition and misordering. The researcher will analyze the errors made by 8 Senior High School students in writing recount text using Dullay's theory.

4. The Differences between Mistakes and Errors

It is vital to distinguish between error and mistake because they

have different meanings. Jeremy Harmer contends that since it is the retrieval and not the information that is flawed, error is less significant. In other words, although the pupils are aware of the rule, they accidentally produce it. Douglas Brown, on the other hand, provided further definitions; a mistake is a performance error, which is a careless guess or slip. Therefore, transient memory loss, mental confusion, verbal slips, and other errors contribute to mistakes.

From the differences can be seen but people still make mistakes for both mother tongue and second language. While Hubbard stated Errors caused by lack of knowledge about the second language or with the wrong hypothesis about it. So, Mistake is when the learner fails to use the language, both from the mother tongue and spelling. But learners can correct it right away if they understand the correct word system.

E. Previous Research

There are several previous research studies relevant to this topic and conducted by some researchers. Those are:

The first research is "Analysis of Grammatical Errors in Writing Recount Texts" by Ilmiah in 2017. This study aims to find out grammatical errors in the recount text and the purpose of this study is the third semester students of the English Department at Muhammadiyah University of Makassar. The result of this research is that students do not yet have a deep understanding in using grammatical composition in compiling further into a good structure. So, students need more practice with verb and tense forms because they are the basic knowledge needed to tell their experiences.

The second research is a research by Nazalia (2017) with the title "Analysis of Errors in Writing Recount Texts Made by Class II Students of SMP Muhammadiyah Bandar Lampung". This study aims to determine the types of errors and the frequency of occurrence of the surface strategy taxonomy and the communicative effects taxonomy found in students' recount texts, and the types of errors that most often occur. made by students. The



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results are five types of errors made in students' recount texts based on the surface strategy taxonomy, and two types of errors made by students based on the communicative effects taxonomy of global errors and local errors.

The third research is "Analyzing the Linguistic Characteristics of Recount Text by MA Hidayatu Umam Students" by Auliza Litfia Iriana in 2018. This study reveals the students' writings from recount texts to find out the composition of their writings and to find out how they use the linguistic features of recount texts, because each student has their own way of expressing their ideas in writing. The findings show that 5 out of 8 students can write texts in their own style and their writing products are good and show that 8 students have their own style of writing. Nevertheless, all students are good in applying recount text composition although they still must learn more because they made some mistakes in the range of grammar and accuracy.

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CHAPTER III RESEARCH METHOD

A. Research Design

In this research, the researcher used the descriptive qualitative research method. Firdaus (2021) state that qualitative methods have intense interactions with visible points, especially in the use of words. This analysis examines documents in the form of categories of meaning in general.. So that, in describing the error of using simple past tense in recount text, the researcher gained descriptive qualitative research in which the researcher collected the data, analyzed them and made conclusion. The researcher used descriptive design in this research is focused on a certain phenomenon in 8 Senior High School Jambi city environment about the error of using simple past tense in recount text. The researcher used the descriptive research method because the researcher tries to describe, record, analyze, the grammatical problem that the students had in writing.

B. Research Participants and Setting

1. Research Participants

Research participants, in this research were the students of 8 Senior High School Jambi city, there were two majors in SMA Negeri 8 has, the natural and social science major. For more details, see the table as follows:

NO	CLASS
1	1st grade of natural science major
2	1st grade of social science major
3	2nd grade of natural science major
4	2nd grade of social science major
5	3rd grade of natural science major
6	3rd grade of social science major

Table 2

The Data of Classes

Source: The Data of Documentation at natural and social major in 8

Senior High School Jambi city in The Academic Year 2021 / 2022

Based on the data above the researcher took one class of natural science major and one class of social science major, those are; 2nd grade of natural science major and 2nd grade of social science major. In each class the researcher took 10 students as unity the source of data, there were 20 students' writing. It was considered by using purposive sampling technique. Purposive sampling technique is a sampling technique which takes the sample because some criteria. Such us; students in natural science major and students in social science major in satisfactory, quite satisfactory and less satisfactory score in writing.

2. Research Setting

This research was conducted at 8 Senior High School Jambi city. 8 Senior High School Jambi city is located on Jl. Marsda Surya Dharma Km.8, Kenali Asam Bawah, Kec. Kota Baru, Kota Jambi, Jambi. The time schedule of this research started on January to February, 2022.

C. Source of Data

The data source here was obtained from the assignments in writing recount text of the participants, the natural and social science major students of 8 Senior High School Jambi city.

D. Procedure of Collecting Data

In this research collected the data by using documentation. The documentation was the process of recording the data which has gotten from written source. Documentation was a record of events that have passed. The researcher collected the data by using documentation as follow:

1. The researcher asked the students' recount text writing assignments from the teacher
2. The researcher analyzed, sorted and collected based on the type of students' error based on their assignment.

E. Research Procedure

The procedures of this research were as follows:

1. Formulating the research problems or question or determining the focus of the research. Here, the focus in analyzing students' error of using simple past tense in writing, especially in recount text writing.
2. Determining the cases, the way of collecting data taken in form of recount text writing task then analyzing the students' error of using simple past tense.
3. Determining the subject of the research are students of natural and social science 8 Senior High School Jambi city.
4. Preparing the instruments of the data collecting technique consist of recount text writing task.
5. Collecting the data through the recount text paragraph writing task.
6. Documenting the collected data
7. Classifying the data
8. Evaluating, analyzing, and calculating the data from the recount text writing.
9. Reporting the data analysis to include in the research result.

F. The Data Analysis

Ellis (2011) states that there are four steps to analyze the data which contain students' errors. It consisted of collecting the data, identifying the errors, classifying, explaining and evaluating. These the following steps about data analysis of this research:

1. The researcher collected the data from the students' work.
2. The researcher identified the students' error in writing recount text by marking their error based on surface strategy taxonomy, such as addition, omission, Misselection, and misordering. Using this form:

No	Error	Correct	Type of Error
1	I born in Jambi	I <u>was</u> born in Jambi	Omission

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2		
3		
4	I was slept	I slept	Addition
5		
6		
7	I eat yesterday	I <u>ate</u> yesterday	Misformation
8		
9		
10	I had book blue	I had <u>blue book</u>	Misordering
11		
12		

Table 3
Identification of errors

3. The researcher totals the number of errors made by the students.

Using this form:

No	Errors	Number of Errors
1	Omission	e.g., 5
2	Addition	...
3	Misformatting	...
4	Misordering	...
TOTAL	

Table 4
Recapitulation of Type of errors

4. The researcher explained the students' errors

C. Trustworthiness the Data

According to Setiyadi (2006), the basic principle of reliability is consistency, and qualitative research always tries to keep the collected data consistent. Furthermore, qualitative research always tries to keep the data collected authentic and a balanced picture of the life of the research subject.

In this research, for check the validity the researcher used triangulation in order to verify the collected data from the interviewee, students of natural and social science major in 8 Senior High School Jambi city. In this research, the researcher asked some help from teacher who teaches English subject in the eleventh grade in 8 Senior High School Jambi city in analyzing students' writing. The researcher listed the students' grammatical errors in writing recount text first and then give them to the teacher which teaches English subject in that class in order to checked and verified the result that researcher got from analyzed the students' grammatical errors in writing recount text.

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CHAPTER IV FINDING AND DISCUSSION

In this chapter contain the result and discussion of the research. the researcher examines the result based on the types of students' grammatical errors in writing recount text such us omission, addition, Misselection and misordering.

A. Finding

The researcher found that there were 97 total errors, based on the surface strategy taxonomy, the researcher classified the error into ommision, addition, misordering, Misselection.

No	Error	Correct	Type of Error
			Omission
1	I breakfast	I <u>had</u> breakfast	Omission of Word
2	My uncle did not agree holiday	My uncle did not agree to <u>have</u> holiday	
3	But easy	But <u>it was</u> easy	
4	We no planning to go to the beach.	We <u>had</u> no planning to go to the beach.	
5	The first time for me	<u>It was</u> the first time for me	
6	We lunch at the zoo	We <u>had</u> lunch at the zoo	
7	I bought new bag	I bought a new bag	
8	I went with my family	I went <u>there</u> with my family	
9	We see a snake	We <u>saw</u> a snake	
10	The house not big	The house <u>was</u> not big	

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No	Error	Correct	Type of Error
			Addition
11	I was love holiday	I love holiday	
12	They were saw	They saw	

No	Error	Correct	Type of Error
			Misformation
13	I wake up	I <u>woke</u> up	
14	I watch tv and play	I <u>watched</u> tv and <u>played</u>	
15	I immediately help my mother to sweep and mop the floor	I immediately helped my mother to swept and mopthe floor	
16	I spend it only at home	I <u>only spent</u> at home	
17	I go to Muara Takus Temple	I <u>went</u> to Muara Takus Temple	
18	It is very nice	It <u>was</u> very nice	
19	My aunt ask my uncle	My aunt asked my uncle	
20	They are agree	They <u>were</u> agree	
21	We go to the beach	We <u>went</u> to the beach	
22	He ask to visit	He <u>asked</u> to visit	
23	I just go to swim	I just <u>went</u> to swim	
24	It is because	It <u>was</u> because	
25	I invite some of my friend	I <u>invited</u> some of my friends	
26	Only four of us can swim	Only four of us <u>could</u> swim	
27	We wait for publick transportation	We <u>waited</u> for publick transportation	
28	And enter the swimming pool	And <u>entered</u> the swimming pool	

29	We try to find	We <u>tried</u> to find
30	We go home	We went home
31	I don't go anywhere	I didn't go anywhere
32	I just help my parents	I just helped my parents
33	And discuss about something	And discussed about something
34	I watch TV and play	I watched TV and played
35	I help my mother	I helped my mother
36	I water the plants	I watered the plants
37	I go to the field	I went to the field
38	It take six	It took six
39	We sleep at the gas station	We slept at the gas station
40	We goes to CRC	We went to CRC
41	We want to swim	We wanted to swim
42	We buy "nasi uduk"	We bought "nasi uduk"
43	We eat together	We ate together
44	My father go to my home town	My father went to my hometown
45	We go there	We went there
46	My father teach me	My father taught me
47	I try so many times	I tried so many times
48	My father get some fishes	My father got some fishes
49	My father ask	My father asked
50	Me and my friends	I and my friends
51	Going to the beach	Went to the beach
52	We directly go to berhala island	We directly went to berhala island
53	My friend can read	My friend could read
54	The view is very beautiful	The view was beautiful
55	I have a nice memory	I had a nice memory
56	I arrive at Palembang	I arrived at Palembang
57	The city is very beautiful	The city was very

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		beautiful
58	My cousin ask me	My cousin asked me
59	The mall is very big	The mall was very big
60	The bridge is very big	The bridge was very big
61	We eat empek – empek	We ate empek – empek
62	The people are very friendly	The people were very friendly
63	I love Palembang city	I loved Palembang city
64	My sister have prepared	My sister had prepared
65	I feel very tired	I felt very tired
66	It is not the first time	It was not the first time
67	The location of the beach close to my grand mother's house	The location of the beach is close to my grand mother's house
68	It take 10 minutes walk	It took 10 minutes walk
69	There a waterfall	There is a waterfall
70	The waterfall is very nice	The waterfall was very nice
71	The waterfall name is curup	The waterfall name was curup
72	We make a cake	We made a cake
73	It is not so far from the mountain	It was not so far from the mountain
74	We make a camp fire	We made a camp fire
75	We going down	We went down
76	We are very tired	We were very tired
77	We are happy	We were happy
78	I and my family go to swimming pool	I and my family went to swimming pool
79	I'm very happy	I was very happy
80	My family and me went to the zoo	My family and I went to the zoo
81	The hotel is near the zoo	The hotel was near the zoo
82	I Hadn't meet my cousin	I hadn't met my cousin
83	I am happy	I was happy

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84	My uncle a policeman	My uncle is a policeman	
85	My friend and me went to the zoo	My friend and I went to the zoo	
86	we went home happy	We went home happily	
87	I take a bath	I took a bath	
88	I feel very tired	I felt very tired	
89	There is a new park	There was a new park	
90	We go there by motorcycle	We went there by a motorcycle	
91	I woke up and prepare for breakfast	I woke up and <u>preparing</u> my breakfast	
92	I am happy	I was happy	

No	Error	Correct	Type of Error
			Misordering
93	I spent it only at home	I <u>only spent at home</u>	Incorrect Placement
94	The beach Sari ringgung	Sari ringgung beach	
95	I help my mother to cultivate plants tomatoes	My mother to cultivate <u>tomatoes plants</u>	
96	City big and beautiful	<u>Big and beautiful city</u>	
97	Before we arrived at house uncle	Before we arrived at uncle's house	

No	Errors	Number of Errors
1	Omission	10 items
2	Addition	2 items
3	Misformatting	80 items
4	Misordering	5 items
TOTAL		97 items

1. Omission

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Omission errors are characterized by the absence of an item in a wellformed utterance. Based on the data, the researcher found 10 items of omission errors which were made by the students. The analysis could be seen from the following examples.

a. Omission of Word

- | | |
|-----------------|---|
| 1(3). Incorrect | : But easy to made him changed his mind. (<i>Student 1</i>) |
| Correct | : But it was easy |
| Comment | : The student did not applied verb II before difficult. |
| 2(6). Incorrect | : We brought so many food because we lunch at the zoo. (<i>Student 3</i>) |
| Correct | : We had lunch at the zoo |
| Comment | : The student did not put a verb “ had “ before lunch it because the student translated directly from Indonesian to English (kami makan) |
| 3(9). Incorrect | : In the zoo we see a snake and so many animals. (<i>Student 3</i>) |
| Correct | : We saw a snake |
| Comment | : The student use verb I (present tense) it should be verb II. |

2. Addition

Addition errors are characterized by the presence of an item that must not appear in a well – formed utterance. Based on the data, the researcher finds 2 items of addition errors which were made by the students. There are three types of addition errors : (a) simple addition (b) regularization, and (c) double marking. The analysis could be sen from the following examples

a. Simple Addition

- | | |
|-------------------|---|
| 4 (11). Incorrect | : I was love holiday. (<i>Student 2</i>) |
| Correct | : I love holiday |
| Comment | : The student should not put “ to be “ at the sentence above |
| 5 (12). Incorrect | : They were saw the good scenery there. (<i>Student 5</i>) |
| Correct | : They saw |
| Comment | : The student make an error of adding to be , that is not needed |



3. Misselection

Misselection are characterized by the use of wrong form of morpheme or structure. Based on the data, the researcher found 80 items of Misselection errors which were made by the students. There are three types of Misselection error : (a) Archi form, (b) Regularization, (c) Alternative form. The data of the research only found error in archi form. The analysis could be seen from the following sentence.

- | | |
|------------------|--|
| 6(34). Incorrect | : At home, I watch tv and play doll. (<i>Student 8</i>) |
| Correct | : I watched tv and played |
| Comment | : The student should use verb II in the sentence above, because we use past tense in recount text. |
| 7(53). Incorrect | : My friend can read the maps to found a hotel there. (<i>student 11</i>) |
| Correct | : My friend could read |
| Comment | : The student should use the past form of "can". |
| 8(72). Incorrect | : We make a cake because it was my father birthday. (<i>Student 15</i>) |
| Correct | : we made a cake |
| Comment | : The students should use verb II in the sentence. Because word "make" is a present tense. |

4. Misordering

These errors are characterized by the incorrect placement of morphere or group of morpheme in an utterance. Based on the data, the researcher found 5 items of misordering errors which were made by the students. The analysis could be seen from the following examples.

- | | |
|-----------------|---|
| 9(93).Incorrect | : Last weekend, I spent it only at home. (<i>Student 20</i>) |
| Correct | : I only spent at home |
| Comment | : The students did an error in arranging the words. The students made these errors were caused of their knowledge about word order was low. |

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10(95).Incorrect	: I was so bored in watched so I help my mother to cultivate plants tomatoes. (Student 20)
Correct	: I helped my mother to cultivate tomatoes plants
Comment	: The students incorrectly arrange the words. The students made these errors were caused of their knowledge about word order was low.
11(97).Incorrect	: I just remembered we bought that with my uncle before we arrived at house uncle. (Student 20)
Correct	: Before we arrived at uncle's house
Comment	:The students made error in arranging the words. The students made these errors were caused of their knowledge about word order was low.

The Total of Students' Errors in Writing Recount Text in using Surface Strategy Taxonomy

After analyzed and identified the data based on surface strategy taxonomy; omission, addition, Misselection and misordering. The total numbers of errors is 97 items. They are 10 items of omission, 2 items of addition, 80 items of Misselection and 5 items of misordering, The total of these errors could be seen in the following diagrams.

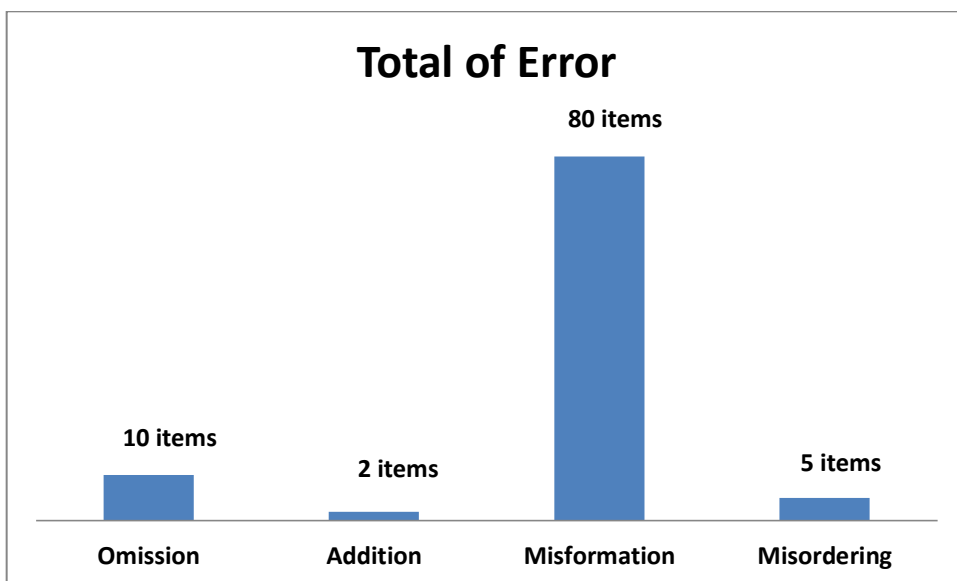


Figure 1
Total of Error

B. Discussion of Finding

The students' writing about recount text became the main instrument of this research, in another world the main instrument of this research was documentation. In collecting the data, the researcher choose ; 2nd grade of natural science major and 2nd grade of social science major. In each class the researcher will take 10 students as sampling of participant, so it will take 20 students in 8 Senior High School Jambi city. They had studied recount text when they were in the tenth grade, it meant that their teacher had explained everything about recount text. The students's writing about recount text were analysed. The incorrect forms in students' writing regarded as error. The data were analyzed based on Surface Strategy Taxonomy. After analyzing the data, this research found that there were four kinds of errors which was made by the students.

1. Omission

Omission causes the construction of a phrase or sentence to be inaccurate; this is because it eliminates one or more language elements that are needed in the phrase or sentence. The total of omission error was 10 items. In this research, omission is not the most error found in student writing. In the other line, the previous research in English Department at Muhammadiyah University of Makasar, found that the most error found in recount writing is omission. In that research found that the students do not have a deep understanding in using grammatical composition in communication strategies. Omission error were characterized by the absence of an item that must appear in a well-formed. Although any morpheme or word in a sentence was a potential candidate for omission. The example which found in the research; *The house not big*. The revised of the example; *The house **was not** big*. In this case, the student understanding of using to be was low. It can be influenced with Indonesian language. In Indonesian , there was no to be. The other example; *I bought*

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new bag. The revised of the example; *I bought a new bag*. In this case, the student understanding of using an article is low. was

2. Addition

The next type of error which was made by the students was addition error. Addition errors were characterized by the presence of an item which must not appear in a well-formed utterance. In addition error show the grammatical elements that should not exist the total of addition error was 2 items. Addition was the least error encountered in this study, but in previous studies, the study in SMP Muhammadiyah Bandar Lampung by Nazalia (2017), addition was the second most common error made by students. It is means that the level of difficulty of students will be different at different schools and levels. In this research, the kinds of addition error are double marking. This error occurs when there is more than one marker in speech. There is also the Regularization error. Regularization error means, it occurs when the students add morpheme to the exceptional words.

3. Misselection

The main error found from this research is Error of selection. Misselection or chooses the wrong element or part which will change the word into the right one. Based on the research, it was found that the highest error made by the students is Misselection (80 items) it was also in regulation error, Archi-form, and alternating form. According to Dullay, Misselection errors are characterized by the use of the wrong form of the morpheme or structure.¹ The example which was found in the research; *My family and me went to the zoo*. The underline word was Misselection. The revised of the example was; *My family and **I** went to the zoo*. In this case, the student understanding of using pronoun was low. The other example; *I make a cake*. The underline word was Misselection. The revised of the example was; *I **made** a cake*. In this case, The student understanding of using second verb was low. It could be influenced with

Indonesian language. It relates with the previous research of SMP Muhamadiyah Bandar Lampung found that the five types of errors made by the students based on taxonomy strategy, the misselection was the highest presentation of errors.

4. Misordering

Then, the error which was made by the students was misordering error Misordering were characterized by the incorrect placement of a morpheme or group of morphemes. Error of order means that the sentence is right but not in order. The total of misordering error was 5 items. Line with the previous study in MA Hidayatu Umam Student, the student needs to learn more about how to order the sentence correctly. It found some students able to write text in their own style and better than other student and just made some ordering error in their sentences. The example which was found in the research; *There I also ate*. The revised of the example; *I also ate there*. In this case, the students' understanding about word order was low or in another word the students did not master how to arrange the words. The other example; *We went to house my uncle*. The revised of the example; *We went to my uncle's house*. In this case, the students' understanding about word order was low. It could be influenced with Indonesian language. In Indonesian we say “*rumah paman saya*”.

The reasons why the students committed all of their mistakes may be deduced from the description given above, as well as through speaking with some students and the English teacher. Some of the students claimed that writing was the most challenging English subject, while the other students claimed that they disliked writing in English because they lacked a solid grasp of grammar. The teacher also claimed that because writing assignments were challenging for the kids, he rarely assigned them. The reasons why the students made mistakes when creating recount texts are discussed above.



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In summary, the researcher discovered every kind in the surface strategy taxonomy through this investigation. The study's goals were to explain the several types of errors that students made when producing recount texts based on the surface approach taxonomy and to calculate the overall number of errors they committed, including omission, addition, misordering, and misselection.

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research, the researcher drew some conclusions. Types of students' error in writing recount text by 2nd grade of natural science major and 2nd grade of social science major 8 Senior High School Jambi city based on surface strategy taxonomy are omission, addition, misselection and misordering. Then, the total numbers of error committed by the students were 97 based on surface strategy taxonomy, with these following descriptions; the number of Misselection were 80 items, the number of omission were 10 items, the number of misordering were 5 items and the number of addition were 2 items.

From the data above, the researcher found that the students' knowledge about grammar was poor. It was as a sign that the students needed remedial in writing recount text.

B. Suggestions

In light of the findings, the research would like to provide the following suggestions:

1. For The English Teacher

The English instructor is advised not to disregard the mistakes made by the students and, if at all feasible, to fix them properly using the right error-correction techniques. Additionally, it is advised that the teacher set up a remedial writing lesson for recount texts and thoroughly explain the process to the students, as the research's findings indicate that this is the area in which the majority of the students struggled.

2. Regarding The Students

- a. In order to expand their understanding, students should study and practice English more diligently, especially while composing recount texts.

b.They can get expertise about English, particularly in creating narrative texts, from teachers or acquaintances.

3. The other researcher

Other researchers are advised to either do research on the reasons why students make mistakes or perform more research using the same object from a different angle. A linguistic form or combination of forms that would most likely not be created by the speakers' native speaker equivalents in the same context, under the same context, and under similar conditions of production is referred to as an error. distinguishes, on the other hand, between a mistake that is a performance fault caused by a random guess or slip and a mistake that refers to peculiarities in the learner's interlanguage that show the learner's system of operation while learning. It can be incorporated into better language instruction. Lastly, this study relied just on one assessment for its data. In order to obtain more precise and superior study results in the future, researchers should use several data sources.

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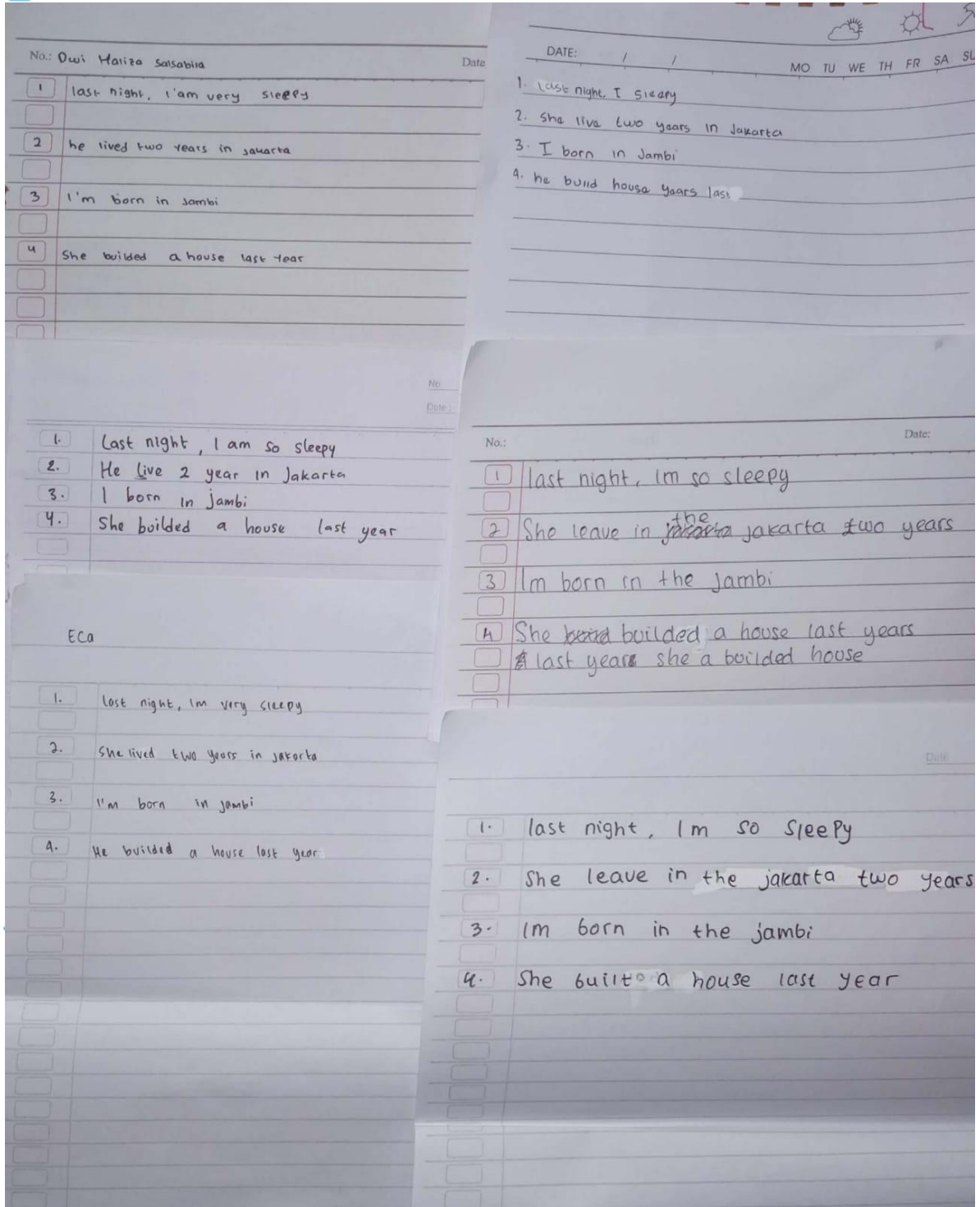
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APPENDIX 2

Students' Pre-Observation Writing Test Sheet

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The image shows four overlapping handwritten test sheets. Each sheet contains a list of four numbered sentences. The handwriting is in blue ink on lined paper. The sentences are variations of the same four items: 1. last night, I am very sleepy; 2. he lived two years in Jakarta; 3. I'm born in Jambi; 4. She builded a house last year. Some sheets have a 'No:' and 'Date:' field at the top. One sheet has a date field with a calendar grid for the month of May (MO TU WE TH FR SA SU). The sheets are slightly offset, showing the text on the ones behind them.

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Appendix 3 Research Result

No	Error	Correct	Type of Error
			Omission
1	I breakfast	I <u>had</u> breakfast	Omission of Word
2	My uncle did not agree holiday	My uncle did not agree to <u>have</u> holiday	
3	But easy	But <u>it was</u> easy	
4	We no planning to go to the beach.	We <u>had</u> no planning to go to the beach.	
5	The first time for me	<u>It was</u> the first time for me	
6	We lunch at the zoo	We <u>had</u> lunch at the zoo	
7	I bought new bag	I bought a new bag	
8	I went with my family	I went <u>there</u> with my family	
9	We see a snake	We <u>saw</u> a snake	
10	The house not big	The house <u>was</u> not big	

No	Error	Correct	Type of Error
			Addition
11	I was love holiday	I love holiday	
12	They were saw	They saw	

No	Error	Correct	Type of Error
			Misformation

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13	I wake up	I <u>woke</u> up
14	I watch tv and play	I <u>watched</u> tv and <u>played</u>
15	I immediately help my mother to sweep and mop the floor	I immediately helped my mother to swept and mop the floor
16	I spend it only at home	I <u>only spent at home</u>
17	I go to Muara Takus Temple	I <u>went</u> to Muara Takus Temple
18	It is very nice	It <u>was</u> very nice
19	My aunt ask my uncle	My aunt asked my uncle
20	They are agree	They <u>were</u> agree
21	We go to the beach	We <u>went</u> to the beach
22	He ask to visit	He <u>asked</u> to visit
23	I just go to swim	I just <u>went</u> to swim
24	It is because	It <u>was</u> because
25	I invite some of my friend	I <u>invited</u> some of my friends
26	Only four of us can swim	Only four of us <u>could</u> swim
27	We wait for publick transportation	We <u>waited</u> for publick transportation
28	And enter the swimming pool	And <u>entered</u> the swimming pool
29	We try to find	We <u>tried</u> to find
30	We go home	We went home
31	I don't go anywhere	I didn't go anywhere
32	I just help my parents	I just helped my parents
33	And discuss about something	And discussed about something
34	I watch TV and play	I watched TV and played
35	I help my mother	I helped my mother

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36	I water the plants	I watered the plants
37	I go to the field	I went to the field
38	It take six	It took six
39	We sleep at the gas station	We slept at the gas station
40	We goes to CRC	We went to CRC
41	We want to swim	We wanted to swim
42	We buy “ nasi uduk “	We bought “nasi uduk”
43	We eat together	We ate together
44	My father go to my home town	My father went to my hometown
45	We go there	We went there
46	My father teach me	My father taught me
47	I try so many times	I tried so many times
48	My father get some fishes	My father got some fishes
49	My father ask	My father asked
50	Me and my friends	I and my friends
51	Going to the beach	Went to the beach
52	We directly go to berhala island	We directly went to berhala island
53	My friend can read	My friend could read
54	The view is very beautiful	The view was beautiful
55	I have a nice memory	I had a nice memory
56	I arrive at Palembang	I arrived at Palembang
57	The city is very beautiful	The city was very beautiful
58	My cousin ask me	My cousin asked me
59	The mall is very big	The mall was very big
60	The bridge is very big	The bridge was very big
61	We eat empek – empek	We ate empek – empek
62	The people are very friendly	The people were very friendly
63	I love Palembang city	I loved Palembang city

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64	My sister have prepared	My sister had prepared
65	I feel very tired	I felt very tired
66	It is not the first time	It was not the first time
67	The location of the beach close to my grand mother's house	The location of the beach is close to my grand mother's house
68	It take 10 minutes walk	It took 10 minutes walk
69	There a waterfall	There is a waterfall
70	The waterfall is very nice	The waterfall was very nice
71	The waterfall name is curup	The waterfall name was curup
72	We make a cake	We made a cake
73	It is not so far from the mountain	It was not so far from the mountain
74	We make a camp fire	We made a camp fire
75	We going down	We went down
76	We are very tired	We were very tired
77	We are happy	We were happy
78	I and my family go to swimming pool	I and my family went to swimming pool
79	I'm very happy	I was very happy
80	My family and me went to the zoo	My family and I went to the zoo
81	The hotel is near the zoo	The hotel was near the zoo
82	I Hadn't meet my cousin	I hadn't met my cousin
83	I am happy	I was happy
84	My uncle a policeman	My uncle is a policeman
85	My friend and me went to the zoo	My friend and I went to the zoo
86	we went home happy	We went home happily
87	I take a bath	I took a bath
88	I feel very tired	I felt very tired
89	There is a new park	There was a new park

90	We go there by motorcycle	We went there by a motorcycle	
91	I woke up and prepare for breakfast	I woke up and <u>preparing</u> my breakfast	
92	I am happy	I was happy	

No	Error	Correct	Type of Error
			Misordering
93	I spent it only at home	I <u>only</u> spent at home	Incorrect Placement
94	The beach Sari ringgung	Sari ringgung beach	
95	I help my mother to cultivate plants tomatoes	My mother to cultivate <u>tomatoes plants</u>	
96	City big and beautiful	<u>Big and beautiful</u> city	
97	Before we arrived at house uncle	Before we arrived at uncle's house	

No	Errors	Number of Errors
1	Omission	10 items
2	Addition	2 items
3	Misformatting	80 items
4	Misordering	5 items
TOTAL		97 items

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APPENDIX 4

Student's Work Sheet

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My Holiday

Last Year I went to Palembang with my Family, My unon, dad, uncle and aunt. before I left my house, I breakfast with my family in my house. It was my first time to went there. At first, my uncle did not agree holiday. but easy to made him changed his mind. In Palembang, I went to my grand father house. In there, I met my big family. It was so fun

STUDENT 1

My Holiday

In my last holiday, I went to the beach with my mother, my father and my brother. At first, we no planning to go to the beach but my brother cried because my cousin went to the beach on last Sunday. ~~But~~ the first time for me. We enjoyed all the activities at the beach. I didn't want to go home but we should see the cousin at noon so, after played at the beach we went to the mall and had dinner there. I was love holiday.

STUDENT 2

My Holiday

Last Sunday I went to the zoo. we left home in the morning and bought so many things because we want had picnic there. we brought so many food because we lunch at the zoo before arrived there we stopped at mall to bought a shoes to my sister, I bought new bag. after that, we went to the zoo. we went to the zoo by car. I went with my family. In the zoo we eat a snack and so many animals. I was so sad when I saw the tigers. they looked un comfortable because the house not big. I was so happy at that time.

STUDENT 3

My Holiday

my holiday was so bad. wake up at 6 o'clock in the morning and after that I watch tv and play all day too long but before that, I medately help my mother to sweep and mop the floor. It was so bored holiday. I spend it at home.

STUDENT 4

My Holiday

Last holiday I go to Muara Labuh with my family from Palembang. we arrived there at noon so we had lunch there. It is very nice to visit the lake so cool and crowded too. My family looked around the lake they were saw the good scenery there. It was a good place to spend the weekend.

STUDENT 5

My Holiday

Last year I went to my aunt and uncle's house in Lampung. we didn't do many things just played PS3. But my aunt had an idea to went to the beach. my aunt ask my uncle and they are agree. we go to the beach at 9am but my uncle want to met my cousin first at boarding school. He ask to visit Plo first and want to brought us with us. At the beach, I just go to swim. we went home in the afternoon. It is because my cousin should back to boarding school again.

STUDENT 6

Holiday

Last Sunday was my birthday. I invite some of my friend, we went to the swimming pool. Only four of us can swim. we went to swimming pool by public transportation. we wait for public transportation. In there we bought some snack and enters the swimming pool. the swimming pool so beautiful and big. after it, we try to find snacks near swimming pool. after that we go home.

STUDENT 7

My Holiday

In last holiday, I don't go anywhere. I just stayed at home in the morning. I just help my plant. My best friend come to my house and discuss about something at home. I watch tv and play with my mother. I wear the plants and go to the field.

STUDENT 8

My Holiday
Last weekend I went to Phnom Penh. I took a bus to arrive in the city. My mother and I stayed in a hotel. We sleep at the gas station. In the morning, we go to the beach because we want to swim. After we finish playing with him. After that, we eat nasi goreng and we eat food there.

STUDENT 9

This Holiday is so fun. My father go to my home town he bought so many snack. At that day we want to see the scenery. We will not the doctor first to see my horister. We go there by car. My father teach me to drive a car and I try so many times. I like when my father went back to home because my father get some fishes and my father ask my mother to cook it.

STUDENT 10

My Holiday
Last year me and friends going to the beach. In the morning, we directly go to beach Island. We went to beach Island by boat from Kompong Laut. In beach Island we looked for the hotel. My friend can read the map so found a hotel there. We enjoyed our trip and the view is very beautiful.

STUDENT 11

My Holiday
I have a nice memory in Palembang city. I arrive at Palembang at 9 AM. The city is very beautiful. My cousin ask me to visited the mall. The mall is very big. In the night, we had dinner near the Ampera bridge, the bridge is very big. We eat empok-empok. The people are very friendly. I love Palembang city.

STUDENT 12

Two years ago, I went to my grandmother's house in Pandesong. I went there with my family. My sister have prepared all the necessary things. I arrived there at 3 PM. I feel very tired. It is not the first time we visited my grandmother. In there, I went to the beach every day. The location of the beach close to my grandmother house. It take 10 minutes walk. The beach was so beautiful and clean. I was so happy there.

STUDENT 13

Last Sunday, I just stayed at home with my mother. We make a cake because it was my father birthday. It was so cute when my father came home and cried. My father was so happy. I and my mother prepared the dinner for us. It was so happy day in my life.

STUDENT 15

My holiday
I went to Bangor last year. I visited my friends to spent my weekend there. In there, I went to the water park. There a water park near my friend's house. The water park is very nice. The water park name is coral. We played at the water park. It was so fun.

STUDENT 14

In last holiday, I went to Kerinci. I went to my uncle house. It is not so far from the mountain. We make a camp fire at night and we going down at noon. We are very tired but we are happy.

STUDENT 16

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No. _____ Date _____

my holiday

I and Family go to swimming pool in there we played water. I went there with my family after that, my family and me to the zoo. we looked all the animals there. it was so cool. after that we went to hotel. The hotel is near the zoo. But I hadn't meet my cousin because he back to Jabato. my cousin a nurse and my uncle a policeman. I love them so much.

STUDENT 17

last weekend, my friend and me went to the zoo. we went home happy. in the zoo there were so many animals. There were elephant, lion, tiger, snake and many more. I like the deer. they were so cute they ate the carrot. in the afternoon, we went home. I take a bath because I feel very tired.

STUDENT 18

No. _____ Date _____

My Holiday

I went to the park last Sunday. There is a new park. We go there by motorcycle. we were there in the afternoon. Before that, I wake up and prepare for breakfast. I also cooked for lunch and brought it to the park. I did nothing there. Just sit and enjoyed the view. I am so happy.

STUDENT 19

Last weekend, I spent it with my family. I just wanted to visit the lake. I went there with my family. I saw a lot of beautiful things. I saw a lot of beautiful plants. I saw a lot of beautiful flowers. I saw a lot of beautiful trees. I saw a lot of beautiful birds. I saw a lot of beautiful fish. I saw a lot of beautiful butterflies. I saw a lot of beautiful bees. I saw a lot of beautiful ants. I saw a lot of beautiful worms. I saw a lot of beautiful insects. I saw a lot of beautiful animals. I saw a lot of beautiful plants. I saw a lot of beautiful flowers. I saw a lot of beautiful trees. I saw a lot of beautiful birds. I saw a lot of beautiful fish. I saw a lot of beautiful butterflies. I saw a lot of beautiful bees. I saw a lot of beautiful ants. I saw a lot of beautiful worms. I saw a lot of beautiful insects. I saw a lot of beautiful animals.

STUDENT 20

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