THE ANALYSIS OF GRAMMATICAL ERRORS IN RECOUNT TEXT BY THE FIRST YEAR STUDENTS OF SMA WACHID HASYIM 2 TAMAN SIDOARJO

THESIS

By : JANNATUL LAILY NOVIABAHARI

NIM. D05205080

PERPUSTAKAAN
IAIN SU AN AMPEL SURABAYA
No. KLAS
No REG :7-20/0/PB1/014
T-20/0
ASAL BUKU:
TANGGAL:

STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA
TARBIYAH FACULTY
ENGLISH DEPARTMENT
FEBRUARY 2010

THE ANALYSIS OF GRAMMATICAL ERRORS IN RECOUNT TEXT BY THE FIRST YEAR STUDENTS OF SMA WACHID HASYIM 2 TAMAN SIDOARJO

THESIS

Submitted to State Institute For Islamic Studies Sunan Ampel Surabaya As a Partial Fulfilment Of Requirement for the Degree of English Education

By:

JANNATUL LAILY NOVIABAHARI NIM. D05205080

STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA
TARBIYAH FACULTY
ENGLISH DEPARTMENT
FEBRUARY 2010

APPROVAL SHEET

Thesis by:

Name: Jannatul Laily Noviabahari

NIM : D05205080

Title : The Analysis of Grammatical Errors in Recount Text by The First Year

Students of SMA Wachid Hasyim 2 Taman Sidoarjo.

Has been accepted and approved to be examined.

Surabaya, January 18, 2010

Advisor,

<u>Drs. A. Dzo'ul Milal, M.Pd.</u> NIP.196005152000031002

EXAMINERS APPROVAL SHEET

This Thesis by Jannatul Laily Noviabahari has been accepted and approved by the Board of Examiners of English Department of Tarbiyah Faculty
State Institute for Islamic Studies Sunan Ampel Surabaya

Surabaya, February 19, 2010

Dean,

Dr. H. Wif Hamim, M. Ag.

The Board of Examiners

Advisor/Head of Examination,

<u>Drs. A. Dzb'til Milal, M. Pd.</u> NIP. 196005152000031002

Secretary,

Ana Nurul Laila, S. Pd. NIP. 198103232006042003

Examiner I,

Or. Hi/Hanun Asrohah, M. Ag.

NIP. 196804101995032002

Examiner II,

Wahju Kusumajanti, M. Hum.

NIP. 197002051999032002

PERNYATAAN KEASLIAN TULISAN

Saya yang telah bertandatangan di bawah ini:

Nama

: Jannatul Laily Noviabahari

NIM

: D05205080

Jurusan

: Pendidikan Bahasa Inggris

Fakultas

: Tarbiyah

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambilalihan tulisan atas pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Surabaya, 18 Januari 2010

Jannatul Laily Noviabahari NIM D05205080

ARSTRACT

Noviabahari, Jannatul L. 2010. The Analysis of Grammatical Error in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo, Advisor: Drs. A. Dzo'ul Milal, M.Pd.

Learning English becomes more and more important nowadays since we know that English is not only an international language but also the world language, which can be used to communicate around the world. In Indonesia, English is learnt as a foreign language. Learning a different language is sometimes difficult since the target language has different elements compared to the native language. These differences sometimes cause students to make errors when using it. Making errors is an inevitable part of learning; people could not learn language without first systematically committing errors

This final project primarily deals with grammatical error analysis. It describes the grammatical errors on recount texts made by the first year students of SMA Wachid Hasyim 2 Taman Sidoarjo in academic year of 2009/2010. I use the qualitative case study which the data were obtained from the students' recount text writing. The result of this study could not be generalizable when put in different context; other levels, other senior high schools, and other type of English text. These writings were then analyzed. The grammatical errors were classified into seven categories. They were errors in producing verb form, errors in auxiliary verb, errors in the use of articles, errors in the use of prepositions, errors in noun singular/plural, errors in the use of pronouns, and errors in the use of conjunctions. Those grammatical errors are classified into the types based on surface strategy taxonomy according to Dulay. They were omission, addition, misformation and misordering From the result I have found that the students produced a lot of errors. It could be because they are unfamiliar to this form and because English is still foreign for them and there is mother tongue interference. They first think in their mother tongue or native language first, and then they translate into English when they are writing in English. In other word, the students were still confused in dealing with English grammar systems. Those are the possible causes of their errors. Besides, the students' error also caused by the target language into overgeneralization, ignorance of rule restriction, incomplete application rule, and false concept hypothesized. The writer notes that the teacher strategy to overcome the students' error was by giving students exercising or worksheet. It is suggested that the students still need more practices dealing with verb forms since they were the basic knowledge needed for telling their past experiences.

TABLE OF CONTENTS

COVER	i	
APPROVAL SHEET	ii	
EXAMINERS APPROVAL SHEET		
DEDICATION	iv	
MOTTO	v	
ABSTRACT	vi	
ACKNOWLEDGMENT	vii	
TABLE OF CONTENTS	vii	
LIST OF APPENDICES	хi	
CHAPTER I INTRODUCTION		
A. Background of the Study	1	
B. Problem of the Study	11	
C. Objective of the Study	11	
D. Significance of the Study	12	
E. Scope and Limitation	12	
F. Definition of Key Term	12	
CHAPTER II REVIEW OF RELATED LITERATURE		
A. English Grammar	14	
B. The Nature of Writing	17	

C.	The Teaching of English writing	20
D.	The Characteristics of Good Writing	21
E.	Recount Text	23
F.	Error	24
G.	Error Analysis	26
H.	The Types of Error	28
1.	The Sources of Error	36
CHAPTER III RI	ESEARCH METHOD	
A.	Research Design	42
B.	The Source of Data	43
C.	Research Instruments	43
D.	Data Collection Technique	45
E.	Data Analysis Technique	46
CHAPTER IV FI	NDINGS AND DISSCUSSION	
Α.	Classifications of Error	48
	1. Grammatical Errors	48
	2. Surface Strategy Taxonomy	58
B.	The Causes of Error	61
C.	Teacher Strategy to Solve the students' errors	64
CHAPTER V CC	NCLUSION AND SUGGESTION	
Α	Conclusion	66

В.	Suggestion 67
BIBLIOGRAPIES	
APPENDICES	





LIST OF APPENDICES

- 1. Checklist of Students Error and its causes
- 2. Student Recount Text
- 3. Calculation of Error
- 4 Observation Guide
- 5. Interview Guide
- 6 Worksheet

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is an essential part which can not be separated from our lives since we are living in the world of languages. There are many kinds of languages and English is one of them. English is not only an international language, but also the world language, used widely for writing and interpersonal communication the world over. It has an important role in the world such as in communication, business, relationship, etc. Because of that, people in the world are motivated to master English, not only in English as a Second Language (ESL) but also in English as a Foreign Language (EFL) setting. They think if they master English, they will get a lot of information easily by communicating with other people in English, and will be able to follow the development of world. English has become the dominant language of science, technology and communication. This statement shows that everyone has to have the ability to use English.

In Indonesia, English is a foreign language learnt as a compulsory subject in formal schools, from elementary school to university level. Indonesian people realize that English is one of the most important languages that have to master.

¹ Victoria Fromkin and Rodman Robert, An Introduction to Language (5th ed), (New York: Harcourtz Brace Jovanovich College Publisher, 1993), p. 3

² C. G. Kusnadi, English Language Teaching and Learning: Teaching to Young Learners in Indonesia, (Malang: State University of Malang Press, 2004)

But mastering English as a foreign language, though, is not easy job. When someone learns a foreign language, she/he often faces interferences, where she/he applies her/his mother tongue or first structure to the foreign language structure which is different with her/his native language. Indonesian students learn English as the first foreign language. Because of English is a new language, thus, they get some difficulties and also need much time to learn.

Learning may take place without conscious teaching, but teaching is intended to result in personal learning for students, and is worthless if it does not do so³. In other words, the concept of teaching is understood here as a process that is intrinsically and inseparably bound up with learning. This theory of teaching-learning relationship is relevant in Indonesian EFL context as students do not have exposure to English outside the classroom. Therefore, 'learning English without conscious teaching' as stated by Ur might not be present.⁴

Foreign language teaching methodology can be defined as 'the activities, tasks, and learning experiences used by teacher within the (language) teaching and learning process. Any particular methodology usually has a theoretical framework that should cause coherence and consistency in the choice of teaching procedures. Foreign language teaching though it naturally includes methodology, has further important components such as lesson planning, classroom discipline,

³ Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 1996), p.4 ⁴ Ibid.

⁵ J. Richard and D. Nunan, Second Language Teacher Education, (Cambridge: Cambridge University Press, 1990), p. 35

the provisions of interest - topics which are relevant and important to teacher of all subjects.

The process of teaching a foreign language is a complex one, as with many other subjects, it has necessarily to be broken down into components for purposes of study; they are: 1. presenting and explaining new material, 2. providing practice, and 3. testing.⁶ In principles, the teaching processes of presenting, practicing, and testing correspond to strategies used by many good learners trying to acquire a foreign language on their own. They make sure they perceive and understand new language, they make conscious efforts to learn it thoroughly, and they check themselves.

How the teacher teaches, that is the way students learn. The teaching and learning process is; therefore in one point should give more attention for getting good quality in learning language, because it is the way to transform knowledge where teachers are its bridge. They should pay much attention to the way of motivating the students, so that the students feel enjoyable and interested in English learning process.

In the context teaching and learning English, there are four basic language skills that must be acquired by students: listening, reading, speaking, and writing and supported by three language components: pronunciation, vocabulary, and grammar. We use English to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing.

⁶ Penny Ur, op. cit., p. 10

Among the four language skills, writing is considered the most complicated one for students to master. Writing is one of a complex skill in learning language. It is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁷

Psychologically, writing is a solitary activity that requires writers to communicate without any possibility of getting direct feedback or interaction. Different from speaking, the text on writing has to carry all the meaning, because the writer is never around to explain. Linguistically, the ability to produce a good piece of writing is facilitated by the ability to write correct sentence, to connect the sentences into paragraphs, and to develop the paragraphs into an essay, a unified thought in written discourse. In the other hand, your writing should be clear and concise, because you will not be there to clarify to your readers what you were trying to say. In conversation, even with incorrect grammar & words, listener can make out what speaker is trying to say. But in writing, your text is a reflection of your thinking. World of English written is different from the spoken of English.

Some students are extremely unconfident and unenthusiastic writers.

There may be many reasons for this, perhaps they have never written much in their English language. Perhaps they think that they don't have anything to say and can not come up with the ideas. Whatever the reasons, the teacher needs to

⁷ J. B. Heaton, Writing English Language Test, (London: Longman Group Limited, 1975), p. 138
⁸ John C. Brereton, A Plan For Writing 2nd ed, (New York: Holt, Rinehart, and Winston, 1982), p. 2

help such students build the writing habit, so that they recognize writing as being a normal part of classroom practice and they come to writing task and they come to writing tasks with as much enthusiasm as they do other activities.

Raimes said, "We frequently have to communicate each other in writing and writing reinforces grammatical structures, idioms, and vocabulary." Teaching writing is a unique way to reinforce learning. As a foreign language, most Indonesian students consider English subject as the most difficult one to be mastered especially in writing since it has so many rules or patterns which called grammar, which are different from their native language. Written language reflects to a certain extent, the elements and rules that together constitute the grammar of language. Because of the permanence of writing and the demand for perfection grammatical form in writing English, grammar work may be more suitable for improving written English than speaking, reading and listening. In other hand, mastering the written form of the learning language certain structures on grammar is important as for acceptable written text form.

Schleppegrell stated that to learn English for academic purposes, students need opportunities to think about the way language is used in the different types of texts that they read and write. ¹¹ They need guidance about what makes a text, the kind of text it is and they need to learn to organize and structure a text in ways that it will be valued. In order to teach writing effectively, teacher have to be clear

A. Raimes, Techniques in Teaching Writing, (Oxford: Oxford University, 1983), p. 3

Victoria Fromkin and Rodman Robert, An Introduction to Language 5th ed, op. cit., p. 379

http:// www.lmrl.ucsb.edu/publications/finalgrantreports/schleppegrell.pdf. accessed on June 5, 2009

about the kinds of texts they are assigning and the grammar features that will be most functional for student writing of those kind of text. With an understanding of the linguistic feature of academic writing tasks, teacher can help students to use the grammatical resources available to them to expand and develop their writing skills.

One of the scopes of English subject in Senior high school is ability to comprehend and create various short functional text and monologue and also essays in various genres including procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. The gradation of teaching material is in the use of vocabulary, structure, and rhetoric steps. English text created by the students should be an acceptable text which is grammatically correct and well arranged.

Competence based curriculum 2004 claims:

".....when one learns a foreign language, he is involved in creating and interpreting various kinds of texts made form the foreign culture which are different from his own." 12

Thus, kinds of texts which are colored by various communicative objectives, arrangement of parts of the text, and certain linguistics features should be noticed by every language learners. It means that the learners can not only

¹²Depdiknas, Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, (Jakarta: Depdiknas, 2004)

create English sentences in isolation, but also arrange them to become texts that are accepted by the native speakers.

One of the text genres taught in senior high school is recount. According to the 2004 Competence Based Curriculum, recount is being taught in the tenth year. The basic competence is the students can use various kinds of language, either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item.¹³

Anderson states that recount is a piece of text that retell past events, usually in the order in which they happened. ¹⁴ In addition, Schleppegrell explains that recounts retell events that unfold over time; they typically focus on individual participant and are organized according to temporal sequence. ¹⁵ There is usually one participant who is the main actor throughout the text. Recounts begin by telling the reader who was involved, what happened, where this event took place and when it happened. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts focus on what an individual or a group of people were doing. Retelling of the past experience is fun. It is also reminds you of the past.

13 Depdiknas, Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, op.cit.

Badrul chomar, Error Analysis in The Use of Tenses in Recount Composition Made by 8th grade Students of SMPN 4 Gresik, (UNESA: Unpublished Thesis, 2007), p. 29
http://www.lmri.ucsb.edu/publications/finalgrantreports/schleppegrell.pdf. accessed on June 5, 2009

Relating language learning to the nature of human learning, Brown stated that language learning, in this sense, is like any other human learning, human learning is fundamentally a process that involves the making of mistakes. 16 Second language learning is a process that is clearly not unlike first language learning in its trial and error nature. Everyone who learns language produces error inevitably. When students study English, usually they find some problem and make errors. Making errors is an inevitable part of learning, people could not learn language without first systematically committing errors. 17 There are many students think that writing is something terrible. Often they are confused what and how to write in English and worried much about making errors

Applied linguistics theory usually distinguishes between errors (which are consistent and based on miss-learned generalization) and mistakes (occasional, inconsistent slip. According to James, an error can not be self corrected while mistakes can be self corrected if the deviation is pointed out to the speaker. 18 But the learner's capacity for self correction is objectively observable only if the learner actually self correct, therefore if no such self correction occurs, we are still left with no means to identify error versus mistake.

Indonesian students as foreign language learners often first think in their mother tongue or native language and then translate the matter into English when

¹⁶ H. D. Brown, Principles of Language Learning and Teaching (4th ed), (Longman: Addison Wesley Longman Inc, 2000), p. 216

Heidi Dulay et al, 1982 Language Two. (New York: Oxford University Press, 1982) p. 138

they are writing in English. They can not avoid making errors when they are learning and using language. This may result in errors in their written communications. Incorrect grammar in writing will distract reader and it will create negative impression of the writer.

Commonly, language teachers perceive a mistake intuitively. Errors may be seen as a natural phenomenon integral and natural part of second language learning, but the errors need to be corrected. It is important to relate them not as an assign of inadequacy (the teacher has failed to teach something, the student has failed to learn it). In the other hand, errors could be a good chance for the learner to learn more and better. It could even be an important feedback for the teacher and learner themselves. By knowing their errors, they will know the problem which they face and try to analyze their weakness so that they will not make mistakes anymore. Corder stated that studying students' errors also has immediate practical application for foreign language teacher: Errors provide feedback; they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. ¹⁹

The identification and analysis of the area of learning difficulties in second language teaching has traditionally been a central aspect of study in many

James Hendrickson, Error Analysis and Error Correction in Language Teaching (Singapore: Seameo Regional Language Centre, 1979), p. 3

parts of the world.20 Through error analysis, language scholars believe that they could point out clearly the causes of errors in the oral or written production of the learner in the target language. Error analysis has already been utilized by many applied linguist and language teachers in improving the teaching-learning of the target language; because it has helped the teacher and students reveal the specific language problem that need emphasis and continuous review. Besides, analyzing student's error could give contribution in creating materials for teaching and it is very important for teacher and students themselves.

For written, errors of the target language learners in translation and in tests of free production refer to those grammatical structures and lexicon which differ from the native speaker and the target language. Once all the errors have been identified, they can be described and classified into types.²¹ There are several ways of doing this. One way is to classify errors into grammatical categories.

The study of the speech and writing of learners is largely the study of the errors of learner.22 Based on the phenomenon above and realizing the significant error in teaching-learning process, the writer is interested in conducting research about the analysis grammatical errors in recount text by the first year students of SMA Wachid Hasyim 2 Sidoarjo academic year of 2009/2010. This school is one of the best Islamic schools and famous in Sidoarjo. The purpose of analysis this

Rod Ellis, Second Language Acquisition,. (New York: Oxford University Press, 1997) p. 18

²² H. D. Brown, op. cit., p. 216

²⁰ Charas Ubol, An Error Analysis of English Compositions by Thai Students, (Singapore: Seameo Regional Language Centre, 1981), p. 4

errors is it will be known what the typical errors appear is. Through this study, it is expected that the result of this research will be useful for English writing teacher and students. It will also become an input for the improvement of English writing teaching and learning, especially about grammar in writing.

B. Problem of The Study

Based on the background above, the research questions the writer aims to focus at can be stated as follows:

- What grammatical errors in recount text are made by the first year students of SMA Wachid Hasyim 2 Taman Sidoarjo?
- 2. What are the causes of those errors?
- 3. What strategies does the teacher solve his students' grammatical errors in recount text?

C. Objective of The Study

Based on the above questions, the writer states the objectives of the study as follows:

- to find the kind of grammatical errors in recount text made by the first year students of SMA Wachid Hasyim 2 Taman Sidoarjo
- 2. to describe the causes of the errors
- 3. to know the ways the teacher solves the students' grammatical errors in recount text.

D. Significance of The Study

Through this study, it is expected that information about students' grammatical problems in learning to write recount text and the teacher ways to overcome the problems could be revealed. It is also expected that the result of this research will be useful for English writing teacher and students. It will also become an input for the improvement of English writing teaching and learning, especially about grammar in writing.

E. Scope and Limitation

The scope of this study is English writing skill, especially about grammar, where we can elaborate data about grammatical errors in recount text made by the first year students through writing test, the causes of those errors, and the teacher solution to solve the problems.

This study is limited into one class of the 1st year students of SMA Wachid Hasyim 2 Taman Sidoarjo and the teacher. This study will use formal situation setting in which the real teaching-learning process of English take place. The site of the study is in English class.

F. Definition of Key Term

a. Analysis : The study of something by examining its parts which is observed in this research

b. Grammatical : Conforming to the rules of grammar or usage accepted by

native speakers

c. Error : The noticeable deviation from the adult grammar of a native

speaker; reflect the competence of the learner

d. Writing : The physical act of committing words or ideas to some

medium

e. Recount text : It is a text that tells us about what had happened in series of

events in sequence.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to review some relevant theories and studies related to the main topics of this research. This part presents some theoretical frameworks and previous studies concerning: English grammar, English writing, recount text, errors, errors analysis, the types of error, the sources of error, and grammatical errors.

A. English Grammar

The word grammar has many different meaning to different people, even if you feel you know well what grammar is, you might not find it easy to define. To understand what grammar is, we really need to know what it is for. Grammar is sometime defined as the way words are put together to make correct sentences.

Cobbett (1819) wrote:

"grammar... teaches us how to make use of words, that is to say, it teaches us how to make use of them in the proper manner... to be able to choose the words which ought to be placed, we must be acquainted with certain principles and rules, and these principles and rules constitute what is called Grammar."²³

David Nunan, Second Language Teaching and Learning, (USA.: Heinle & Heinle Publisher, 1999), p. 96

Richard, et al. defined grammar as a description of the structure of a language and a way in which linguistic units such as words and phrases are combined to produce sentences in the language.²⁴

Freeman pointed out grammar as a higher-order concept within linguistics, arguing that it has three interrelated dimensions: form or structures of language themselves, that of meaning, and use.²⁵ Her models thus attempts to integrate three aspects of linguistics that have traditionally been kept separate: syntax (the study of form), semantics (the study of meaning), and pragmatics (the study of use).²⁶ In other words, grammar tells us how to construct a sentence (word order, verb and noun system, modifiers, phrases, clauses, etc). Semantics tells us something about the meaning of word and string of words. Then pragmatics tells us about which of several meanings to assign given the context of a sentence.

All languages have distinct register for formal and informal occasion, both speech and writing can be more or less formal.²⁷ In nature of things, however, formal registers are more often associated with writing, and informal registers with speech. Formality distinction are often expressed lexically, they may also be reflected in grammar. French, for instance, has a past tense which is virtually only used in written narrative. English has a certain number of grammatical structures

²⁴ David Nunan, op. cit., p. 97

²⁵ H. D. Brown, Teaching by Principles, an Interactive Approach to Language Pedagogy, (New Jersey: Prentice Hall Regents, 1994), p. 348

²⁶ Ibid

²⁷ Michael Swan, Grammar, (New York: Oxford University Press, 2005), p. 48

which are felt to be intrinsically informal, and which are therefore more common in speech than in writing.

A society's language comes to be equated with its written form, and grammars are based on the analysis of written text. Clarity of structure and expression is consequently especially important in writing. Such texts need to be structured if they are to communicate successfully, and there are consequently aspects of grammar which relate principally to these larger units of language.

Halliday (1985: xiii) explains:

"Every text – that is, everything that is said or written – unfolds in some context of use; furthermore, it is the uses of language that, over tens of thousands of generations, have shaped the system. Language has evolved to satisfy human needs, and the way it is organized is functional with respect to those needs – it is not arbitrary. A functional grammar is essentially a 'natural' grammar, in the sense that everything in it can be explained, ultimately by reference to how language is used."²⁸

Discourse and grammar should not be seen separately. The creation of coherent and cohesive discourse is basically a matter of drawing on the grammatical and discourse features that exist in the language.²⁹ Besides, vocabulary as part of language system is intimately interrelated with grammar. It is possible to divide the lexical system of most language into grammatical words, such as preposition, articles, and so on.

²⁹ Ibid., p. 288

²⁸ David Nunan, op. cit., p. 279

For most people, the essence language lies in grammar. Without knowing the grammar of a language, one can not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells how to use the language. Understanding of grammar is integrated with knowledge of the world, experiential aspects of learning, and so on. For most of the history of language teaching grammar has had to do with correctness, and the role of teacher was to impart the rules that would result and correct usage. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important.

B. The Nature of Writing

There is no particular definition about writing as stated by L. Strauss that writing might, that is to say, be regarded as a form of artificial memory, whose development should be accompanied by a deeper knowledge of the past and, therefore, by a greater ability to organize the present and the future.³⁰

In the context teaching and learning English, there are four basic language skills that must be acquired by students and supported by three language components. Among the four language skills, writing is considered the most complicated one for students to master. Writing is one of a complex skill in learning language. It is writing skills are complex and difficult to teach, requiring

J. Hartley and Male R, Reading and writing. Alternate Edition, (The United States of America: Holt, Rinehart and Winston. Inc, 1962), p.62

mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.³¹ It means that any types of writing composition involve a number of complicated rhetoric and linguistics problems.

Psychologically, writing is a solitary activity that requires writers to communicate without any possibility of getting direct feedback or interaction. Different from speaking, the text on writing has to carry all the meaning, because the writer is never around to explain.³² Linguistically, the ability to produce a good piece of writing is facilitated by the ability to write correct sentence, to connect the sentences into paragraphs, and to develop the paragraphs into an essay, a unified thought in written discourse.

Raimes said, "We frequently have to communicate each other in writing and writing reinforces grammatical structures, idioms, and vocabulary." In addition, the written language reflects to a certain extent, the elements and rules that together constitute the grammar of language. Because of the permanence of writing and the demand for perfection grammatical form in writing English, grammar work may be more suitable for improving written English than speaking, reading and listening.³⁴

Halliday suggests that writing has evolved in societies as a result of cultural changes creating communicative need which can not be readily met by

³¹ J. B. Heaton, op. cit., p. 138

John C. Brereton, op. cit., p. 2
A. Raimes, op. cit., p. 3

³⁴ Victoria Fromkin and Rodman Robert, op. cit., p. 379

spoken language.³⁵ In the modern world, written language serves a range of function in everyday life, including for action, information, and entertainment. Writing is one of ways to express human ideas, opinion, experience, and thought about anything. Writing is the physical act of committing words or ideas to some medium.³⁶

Writing is also the mental of work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to the reader. Writing composition is task which involves the student ability in manipulating words in grammatically correct sentence and in linking those sentences to form a piece of continuous writing which successfully communicates the writers' thoughts and ideas on a certain topic.³⁷

Writing is not simply arranging sentences into paragraphs. It is not easy; it takes study and practice to develop this skill because it is important to note that writing is a process not a product.³⁸ This means that a piece of writing is never complete, that is always possible to review and revise, and review and revise again.

³⁵ David Nunan, Language Teaching Methodology, (Sidney: Prentice Hall International (UK) Ltd, 1991), p. 84

³⁶ David Nunan, Practical English Language Teaching, (Boston: Massachusetls, 2005), p. 88

J. B. Heaton, op. cit., p. 138
 Alice Oshima and Ann Hogue, Writing Academic English (3rd ed), (Longman; Addison Wesley Longman, 1991), p. 3

C. The Teaching of English Writing

There are number of different approaches to the practice of writing skills both in and outside the classroom. We need to choose between them, deciding whether we want them to study different written genres, and whether we want to encourage creative writing, either individually or cooperatively.

In the teaching of writing, we can either focus on the writing process itself or the product of that writing. Traditionally in curriculum practice, a distinction between the activities of the syllabus designer which have been focused on products, and the activities of the methodologist which have been focused on processes.¹⁹

Product-oriented approaches focus on the final product, the coherent, error-free text. Process approaches, on the other, focus on the steps involved in drafting and redrafting a piece o work. Proponents of process writing recognize and accept the reality that there will never be the perfect text, but that one can get closer to perfection through producing, reflecting on, discussing, and reworking successive drafts of a text. When concentrating on the product, we are only interested in the aim of a task and in the end product. Product-oriented approaches to the development of writing favour classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language by the teacher or textbook.

³⁹ David Nunan, Language Teaching Methodology, op. cit., p. 86

The writing process as a classroom activity may be broadly seen as comprising four main stages: planning (prewriting), drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing.⁴⁰ Teachers of writing became much more interested in the processes writers go through in composing text. It was recognized that competent writers do not produce final texts at their first attempt, but that writing is a long and often painful process, in which the final text emerges through successive drafts.

D. The Characteristics of Good Writing

Nunan (2003) stated:

"Good writing was done from a set of rules and principles......students' essay then was graded for its grammatical accuracy and correct organization as well as its content."

Experiences in school leave some people with the impression that *good* writing simply means writing that contains no *bad* mistakes, that is, no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing. It's writing that responds to the interests and needs of our readers. Briefly, here are the basic characteristics of good, effective writing:

1. Good writing has a clearly defined purpose.

⁴¹ David Nunan, Practical English Language Teaching, op. cit., p. 88

⁴⁰ Jack Richard and W. A. Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, (USA: Cambridge University Press, 2002), p. 315

before. Your attitude toward writing will improve as you grow more satisfied with your work.⁴⁴

E. Recount Text

One of the text genres taught in senior high school is recount. According to the 2004 Competence Based Curriculum, recount is being taught in the tenth year. The basic competence is the students can use various kinds of language, either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item. 45

Anderson states that recount is a piece of text that retell past events, usually in the order in which they happened. 46 In addition, Schleppegrell explains that recounts retell events that unfold over time; they typically focus on individual participant and are organized according to temporal sequence. 47 The function of recount is to retell events for the purpose of informing or entertaining. Recount is used in most subjects to show memory of a series of event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened. There is usually one participant who is the main actor throughout the text. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts focus

⁴⁴ Ibid

⁴⁵ Depdiknas, Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, op.cit.

⁴⁶ Badrul chomar, Error Analysis in The Use of Tenses in Recount Composition Made by 8th grade Students of SMPN 4 Gresik, op. cit, p. 29

http:// www.lmri.ucsb.edu/publications/finalgrantreports/schleppegrell.pdf. accessed on June 5, 2009

on what an individual or a group of people were doing. The generic structure of a recount consists of three parts:

Text Structure	Recount Text	Language Features
1. Orientation	Last night I went to a	> Use of action verbs
	restaurant with my family.	> Use of past tense
2. Events	It was my mom's birthday.	> Use of nouns to name, people,
	We ate a pizza and some	places, things
3. Re-orientation	ice cream. After dinner at	> Use of conjunctions that shows
	the restaurant we went	the order of events or time
	back home.	connective, e.g. after, then
		> Use of adverbials to describe
		or add more detail to verb.

F. Error

Every learner always produces errors during their language learning process; human learning is fundamentally a process that involves the making of mistakes. Language learning, in this sense, is like any other human learning. Second language learning is a process that is clearly not unlike first language learning in its trial and error nature. Everyone who learns language produces error inevitably. When students study English, usually they find some problem and make errors. Making errors is an inevitable part of learning; people could not

⁴⁸ H. D. Brown, Principles of Language Learning and Teaching (4th ed), op. cit, p. 216

learn language without first systematically committing errors. 49 An error is noticeable deviation from the adult grammar of a native speaker; reflect the competence of the learner. 50

Applied linguistics theory usually distinguishes between errors (which are consistent and based on miss-learned generalization) and mistakes (occasional, inconsistent slip). In order to analyze learner language in an appropriate perspective, it is crucial to make distinction between mistakes and errors.

Mistakes must be carefully distinguished from errors of a second language learner. Errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows.⁵¹ Mistakes refer to performance errors which are those mistakes caused by the failure to utilize a known system correctly. In other words, they refer to the kinds of mistakes made by native speakers.

According to James, an error can not be self corrected while mistakes can be self corrected if the deviation is pointed out to the speaker.⁵² The making of errors then is a strategy employed both by learners acquiring their mother tongue and by those learning a second language.

Heidi Dulay et al, op. cit, p. 138

³⁰ H. D. Brown, op. cit., p. 217 ³¹ Rod Ellis, op. cit., p. 17

⁵² H. D. Brown, op. cit., p. 217

G. Error Analysis

Making error is a natural phenomenon in language leaning acquisition, but errors need to be corrected. Studying about errors made by learners is important for the teachers because one key of understanding language acquisition is by knowing and analyzing the learners' errors.

Error could be a good chance for the learner to learn more and better. Making error may actually help learners to learn when they self-correct the errors they make. It could be even an important feedback for the teacher. Corder (1973) stated that:

"Studying students' errors also has immediate practical application for foreign language teacher: Errors provide feedback; they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention." ⁵³

Besides, studying learners' errors serves two major purpose: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.⁵⁴

The fact that learners do make errors, and these errors can be observed, analyzed and classified is called error analysis. Error analysis is simply defined as

James Hendrickson, Error Analysis and Error Correction in Language Teaching (Singapore: Seameo Regional Language Centre, 1979), p. 3

a systematic describing and explaining of errors made by learners or users in their oral or written production in the target language.⁵⁵ Error analysis can be characterized as an attempt to account to account for learner errors that could not be explained or predicted by contrastive analysis or behaviorist theory. 56 In other hand, error analysis can give a great contribution to the attention in finding learners' errors in language learning.

There are some steps of analyzing error, they are:

- 1. Identifying errors: the first step in analyzing errors is to identify errors. In this case, we have to compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them.
- 2. Describing errors: once all the errors have been identified, they can be described and classified into types or categories.
- 3. Explaining errors: trying to explain why errors occur.
- 4. Error evaluation; where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be considered more serious that others because they are more likely to interfere with the intelligibility of what someone say.⁵⁷

⁵⁵ Charas Ubol, op. cit., p. 8
⁵⁶ Heidi Dulay et al, op. cit., p. 141
⁵⁷ Rod Ellis, op. cit., p. 15-19

H. The Types of Error

Errors were classified into four types: (1) linguistics category, (2) surface strategy taxonomy, (3) comparative taxonomy, and (4) communicative effect taxonomy. 58 The use of errors classifications or taxonomies to propose sources of errors has taken up a good portion of the error analysis research literature. The taxonomies were intended to classify concrete observable phenomenon.

1. Linguistics Category

Linguistics category classifies errors according to either or both the language component and the particular linguistics constituent the error affects.⁵⁹ Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style), while constituents include the elements that comprise each language component. For instance, within syntax one way may ask whether the error is in the main or subordinate clause, and within a clause, which constituent is affected, such as the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

⁵⁸ Heidi Dulay et al, op. cit., p. 146-190 lbid., p. 146

2. Surface Strategy Taxonomy

Surface strategy taxonomy points out to the ways surface structures are altered. Learners may omit necessary items or add unnecessary ones. These types of error which belong to surface strategy surface taxonomy are:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The little words such as is, the, and of which play a minor role in conveying the meaning of sentence. They include noun and verb inflections (the -s in birds, the -s in mother's, the -ed in looked, etc.); articles (a, the, etc.); verb auxiliaries (is, will, can, etc.), (is, am, was, etc.); and preposition (in, under, on, etc.). Is, the, and of are grammatical morphemes. Language learners omit grammatical morpheme much more frequently than content words. Within the set of grammatical morphemes, some are likely to be omitted for a much longer time than others.

For example:

- George go to the library yesterday
- I want to go New York

b. Addition

Errors in addition are the opposite of omissions. They are characterized by the presence of an item which must not appear in a

⁶⁰ Ibid., p. 155

well-formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rule.⁶¹ There are three types of addition errors:

1) Double marking

Many additions errors are accurately described as the failure to delete certain terms which are required in some linguistic construction, but not in others. This error occurs when the learners give more one marker in their tenses. In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learners who have acquired the tense form for both auxiliary and verb often place the marker on both.

For example:

- He doesn't goes to school
- They didn't went to school

Because two items rather than one are marked for the same tense, this addition error type has been called double marking.

2) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verb or noun. Regularization is an error in which learners tend to apply the regular to the irregular one.

⁶¹ Ibid., p. 156

For example:

- Sheep → sheeps
- Eat \rightarrow eated

3) Simple addition

An Addition error is neither a double marking nor regularization, included this error type. If the other addition types have characterize, in simple addition error has no particular features characterize. This error occur when one use an item which should not appear in a wellformed utterance.

For example:

- You shop in over there
- The fishes doesn't live in the water.⁶²

4) Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. 63 In misformation errors the learner supplies something although it is incorrect, while in omission errors the item is not supplied at all, for example: "the dog eated the chicken". There are three types of misformation errors, they are:

a) Regularization errors

⁶² Ibid., p. 158 ⁶³ Ibid.

The kind of error occurs in which a regular marker is used in place of an irregular one.

For example:

- fell → falled
- himself → hisself
- children → childs

b) Archi-forms

An archi-forms error occurs in which the learners select one member of a class of forms to represent others.

For example:

- that dogs
- me hungry
- Daddy took me at the train

Madden et al. quoted by Dulay reported that some learners substituted does for are, do and is in a sentence imitation task.⁶⁴ For example,"how does (is) Mayor Beame getting the money New York City needs?"

c) alternating forms

This kind of error occurs when the learners' vocabulary and grammar grow; the use of archi-forms often gives way to apparently fairly free alternation of various members of a class

⁶¹ Ibid., p. 160

with each other. Like addition errors, misformation indicate that some learning has transpired and that barring certain attitude or environmental circumstances, the learner is on his or her way to target language proficiency. 65

For example:

- those dog
- this cats
- I seen her yesterday
- I would have saw them

5) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, for example: "he is all the time late".66

Misordering errors occur systematically for learners in construction, specifically simple (direct) and embedded (indirect) questions.

For example:

- What daddy is doing?
- I eat sometimes candy

⁶⁵ Ibid., p. 162 ⁶⁶ Ibid.

The learners also have made written misordering errors that are word-for-word translation of native language surface structure, for example: "I met there some Germans" (Duskove: 1969).⁶⁷

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of construction.⁶⁸ These comparisons have been yielded the two major error categories in this taxonomy developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and the grab bag category, other, which is neither.⁶⁹

Developmental errors are errors similar to those made by children learning the target language as their first language, for example: "dog eat it". The omission of the article and the past tense marker may be classified as developmental.

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language, for example: "the man

⁶⁷ Ibid., p. 163

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ Ibid., p. 165

skinny". To identify an interlingual error, researcher usually translates the grammatical form of the learner's phrase or sentence into the learner's first language to see if similarities exist. Interlingual errors simply refer to second language errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them. 72

Ambiguous errors could be classified equally well as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language, for example: "I no have a car".

Little taxonomy is complete without a grab bag for items that do not fit into any other category.

For example:

- she do hungry
- she have hungry
- she hungry

4. Communicative Effect Taxonomy

The classification of communicative effect deals with errors from the perspective of their effect on the listener and the reader, it focuses on

-

⁷¹ Ibid., p. 171

⁷² Ibid.

distinguishing between errors that seem to cause miscommunication and those that do not.

I. The Sources of Error

Having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner is that of determining the source of error. By trying to identify sources, we can take another step toward understanding how the learner's cognitive and affective processes relate to linguistic system and to formulate an integrated understanding of the process of second language acquisition (ibid). According to Brown, there are four sources of error, they are:

1. Interlingual transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.⁷⁴

2. Intralingual transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual in learning a second language, it is clear that intralingual transfer is a major factor in

⁷³ H. D. Brown, *Principles of Language Learning and Teaching* (4th ed), op. cit., p. 223 lbid.

second language learning.⁷⁵ Overgeneralization is the negative counterpart of intralingual transfer.

3. Context of learning

A third major source of error, although it overlaps both types of transfer, is the context of learning. Context refers to the classroom with its teacher and its material in the case of school learning or second language learning. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorized by rote in a drill but improperly contextualized.

4. Communication strategies

Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error.⁷⁷

Different to Brown, Richard distinguishes the sources of errors by:⁷⁸

1. Interlanguage errors

Interlingual error is an error caused by the interference of the learner's mother tongue. According to Selinker, one of the major issues for which any description of interlanguage must account is the phenomenon of fossilization.

⁷⁶ Ibid., p. 226

⁷⁵ Ibid., p. 224

⁷⁷ Ibid., p. 227

Jack Richard (ed), Error Analysis, Perspective on Second Language Acquisition, (England: Longman Group Ltd, 1974), p.173-178

2. Intralingual and developmental errors

Errors of this nature are frequent, regardless of the learner's language background. Intralingual and developmental errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition. Intralingual errors involve the general characteristics of rule learning such as over-generalization, ignorance of rule restrictions, incomplete application of rules and failure to learn conditions under which rules apply, and false concept hypothesized. Development errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. Richard explains in the term of the intralingual causes of errors: 80

a) Over-generalization

Over-generalization occurs when the learner create a deviant structure on the basis of his experience of other structures in the target language. It generally involves the creation of one deviant structure in a place of two regular structures. For example: "he can sings", "it is happen", "he come from", etc.

Over-generalization is associated with redundancy reduction. The learners have a tendency to simplify the formation or the rules of the target language. It seems that the learners tend to use the simple rule to

⁷⁹ Ibid., p. 174

⁸⁰ Ibid., p. 174-178

generalize the other uses. For example: "I readed a magazine yesterday."

Richard explains that over-generalization is caused by the learners' failure to observe the boundaries of a rule.⁸¹

b) Ignorance of rule restrictions

In this type of error, the student ignores the general target language structure. It involves the application of rules to contexts where they do not apply, for example: "I made him to do it".

Some rule restriction errors may be accounted for in terms of analogy. In other hand, some these types of error are as the result of false analogy. Analogy seems to be a major factor in the misuse of preposition. The learners who use a particular preposition with one type of verb will use the same preposition with similar verbs.

For example:

- He showed me ----- He explained me
- She said to me ----- She asked to me
- They talked about it ----- They discussed about it

c) Incomplete application of rules

This category occurs since the learners realize that they can communicate effectively without the need for mastering more than the elementary rules of question usage. There is deviation structure that

⁸¹ D. L. Freeman and M. H. Long, An Introduction to Second Language Acquisition Research, (London and New York: Longman Group UK Ltd, 1991), p. 58

neglects the development of rule required to produce the acceptable utterances. The use of questions is a common teaching device. Through a transform exercise, the student is asked to repeat the question or part of it in the answer. Typically they are used, not to find out something, but as a means of eliciting.⁸²

For example:

	Teacher's question	Student's response			
-	What was he saying?	He saying he would ask her			
-	What is she doing?	She cooking in the kitchen			
-	Where are you going?	I going to Bali			

As the above examples, when the questions are used to elicit sentences, the answers often have to be corrected by the teacher to counteract the influence of his questions.

d) False concepts hypothesized

This error category is a class of developmental errors which derive from faulty comprehension of distinctions in the target language. ⁸³ These are sometimes due to poor gradation of teaching items. For example, the form 'was' may be interpreted as a marker of the past tense, i.e. "today I was tired", and 'is' may be understood to be the corresponding marker of

⁸² Jack Richard (ed), Error Analysis, Perspective on Second Language Acquisition, op. cit., p. 177

⁸³ Ibid., p. 178

the present tense, i.e. "She is speaks English". This last category is sometimes called semantic errors.

J. Grammatical Errors

Johansson quoted by Hendrickson that errors involving general grammatical rule are more deserving of attention than errors involving lexical exception. Head with the grammatical predict that self-correction would probably be effective with grammatical errors but would be relatively ineffective with lexical errors. For written expression, errors of the target language learners in translation and in tests of free production (i.e. composition in second or foreign language) refer to those grammatical structures and lexicon which differ from those of the native speaker of the target language.

James Hendrickson, Error Analysis and Error Correction in Language Teaching, op. cit., p. 8
 Ibid., p. 16

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used qualitative approach which the data were obtained from the students' recount text writing. For the purpose of this research, the writer conducted the research by using case study. Yin quoted by Nunan that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context; especially when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. 86

In addition, Merriam quoted by Nunan that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit.⁸⁷ Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources.

In this study, the writer did a case study, because the result of this study might not be generalizable when put in different context; other levels, other senior high schools, and other type of English text. It could not be used to represent students from the other schools' mastery of recount text. It is only relevant to the

⁸⁶ David Nunan, Research Methods in language Learning, (Cambridge: Cambridge University Press, 1992), p. 76

⁸⁷ Ibid., p. 77

first year students of SMA Wachid Hasyim 2 Taman Sidoarjo class X-8 in academic year of 2009/2010.

B. The Source of Data

Arikunto suggested that if somebody wants to observe all elements which there are in research area, so its research represents the population research. If we just observe some of population, so the research referred as sample research. Named by sample research if we intend to the generalizing the result of sample research.⁸⁸

The subjects of the research would be the 1st year students of SMA Wachid Hasyim 2 Taman Sidoarjo class X-8 and the English teacher as the subject. There were 8 classes in the 1st year; she just takes one class for observation. To enhance the validity and reliability of the finding, the writer would take data from field of actual setting in other hand in English class X-8 consists of 40 students.

C. Research Instruments

The instruments of this research, the writer used the teacher and his students as the key. Another instrument was:

⁸⁸ Suharsimi Arikunto, Prosedur Penelitian, Suatu Pendekatan Prakti edisi revisi vi, (Jakarta: PT Rineka Cipta, 2006), p.

1. Observation

Observation was done by coming to English class. This step had purpose to find out the process of English teaching-learning process of grammar teaching in recount text and to observed the teacher strategies in overcoming students errors in applying grammar in their recount text.

2. Writing test

The students were given a test in form of making a recount text based on their experience. The students will be given time was about 30 minutes.

3. Interview

The writer interviewed some students and the teacher, verbally in face to face, to get additional information. This step was used to know the student errors in applying grammar in recount text and the teacher strategies in overcoming students' errors in applying grammar in their recount text.

4. Checklist

The checklist was needed to classify the types of errors and identify the causes of errors made by students in their recount writing. The form of checklist was presented on the table:

	Kinds	nds Types of Errors				Causes of Errors			
Sentences	of Errors	Omm	Add	Misform	Misorder	OG	IORR	IAOR	FCH
·									
L									

Note:

Omm

: omission

OG

: overgeneralization

Add

: addition

IORR: ignorance of rule restriction

Misform

: misformation

IAOR: incomplete application of rule

Misorder

: misordering

FCH: false concepts hypothesized

D. Data Collection Technique

As this research was trying to collect data about the grammatical errors in students' English recount texts, the causes of such errors, and the ways the teacher took to solve such problems, three instruments would be applied for data collection. These included observation, writing test, and interview.

The collecting data started when the writer came to the field, did observation the English teaching-learning process in the classroom when the teaching of grammar in recount writing was on going in the classroom.

The students were given writing test, the teacher asked them to write a recount text. This test was intended to get data about percentage of each grammatical error in recount text form. From using the test, the teacher known what grammatical errors were often found in recount text made by the students.

The next step was observation about the teacher strategy in overcoming students' errors in applying grammar in recount text.

The final step was interview. It was intended to get additional information in the collecting data for this research. Interview was conducted orally in face to face to know the student errors in applying grammar in recount text the teacher strategy in overcoming students' errors in applying grammar in recount text.

E. Data Analysis Technique

After collecting the data from the students' recount writing, the data was analyzed. In analyzing the data, I used error analysis steps. The data will be analyzed as follows:

1. Identification of errors

In this step, I studied the acquired data and tried to find out the grammatical errors by underlying the errors. I tried to analyze the data as objective as possible. Identifying the errors by underlying the errors the learner made.

2. Classification of errors

Grouping the errors that had been found and stating the classes of the errors. I classified errors by several categories, they are:

- b. verb forms
- c. auxiliary verb
- d. conjunction
- e. articles
- f. preposition
- g. singular/plural
- h. pronoun

3. Explanation of errors

The identification and classification of errors were preliminaries the much more interesting task of trying to explain why they occurred. Explaining the errors was by establishing the source or cause of errors.

4. Calculation of errors

In this step, I calculated or counted the error in order to know how frequent these errors had been made by the first year students of SMA Wachid Hasyim Sidoarjo. In this case, the writer presented it in term of percentage, and the writer used formula Levin and Fox (1991:24-25)⁸⁹ quoted by Sugiatun

$$\sum (x) = \frac{n(x)}{N} \times 100\%$$

 Σ = the percentage of grammatical errors

n(x)= the total of each grammatical error

N = the total of all grammatical error.

5. Drawing conclusion

The last step would be drawing a conclusion based on the analysis. In this step, I had to make a valid conclusion in the form of a brief description of the errors.

Finally, the writer analyzed another data, from observation and interview, and drew conclusion.

⁸⁹ Iis Nur Sugiatun, An Analysis of Error on Tenses made by Junior High School Students in Writing a Recount Text, (UNESA: Unpublished Thesis, 2007) p. 42

CHAPTER IV

FINDINGS AND DISCUSSION

After conducting observation and interview as methods for research, there was the explanation of the result and its discussion will be presented in this chapter. The result answered the research problems of the study, they were: the grammatical errors in recount text are made by the students, the causes of those errors, and the teacher strategies to solve the grammatical errors are made by the students.

A. Classifications of Errors

As previously stated in chapter I, this study means to explain the grammatical errors in recount writing made by the first year students of SMA Wachid Hasyim 2 Taman Sidoarjo. The source of the data of this study was the first year students. The students' task was done with different titles in their recount writing.

1. Grammatical Errors

After collecting and analyzing the data, the writer found that the sentences produced contained a lot of grammatical errors. There were 7 kinds of grammatical errors. Three hundred and thirty six (336) grammatical errors of various kinds were found; they were classified as follows: 130 or 39 % errors in using verb forms, 51 or 15 % errors in using auxiliary verbs, 18 or 5

% errors in using articles, 42 or 12 % errors in using preposition, 13 or 4 % errors in using singular/plural, 29 or 9 % errors in using pronoun 29, 53 or 16 % errors in using conjunctions (see appendix 3). They were described as follows:

a. Errors in using verb forms

Errors in using verb forms are the most frequent one made by the students. In using verb forms, there are some rules to be obeyed, such as: the form of the sentence whether it is in the active or passive form, and the tense of the sentence. These rules are complex so that the students often make errors in this area. Some of the errors are illustrated as follows:

- 1) I invited youngest sister saw monky show
- 2) We came at Cinema for bought tickets
- 3) I couldn't speaked English very well
- 4) I invite my fiend to came at food court
- 5) Then I was in such a hurry that I burned my hand
- 6) After we ^ contented, we went in the temple Borobudur

Here the students made errors in producing verb 1 or infinitive. They failed to put the infinitives. They should be in the form of *infinitives* (to + the simple form of the verb). Although the tense used in writing recount is in past form, but there are still infinitives should be used. The sentences should have been:

1) I invited my youngest sister to see the monkey show

- 2) We came to Cinema to buy tickets
- 3) I couldn't speak English very well
- 4) I <u>invited</u> my friend to come to food court
- 5) Because I was in a hurry, my hand was burned
- 6) After we were contented, we went to the Borobudur Temple

As the writer stated above, in writing recount we usually use past tense since it tells about past experiences. In the sentences below, the students failed to put the verbs in the past form (verb2). The errors were as follows:

- 1) I buy ice cream
- 2) Time holiday, I, brother and friend go to climb mount Penanggungan
- 3) Next, we ate and next sleeping
- 4) After that, I swimming in the river.

In sentences above, the students failed to recognize the past form of the verbs. They still used the simple form of the verbs. This is incorrect since in telling their past experiences they should use the past form of the verbs (verb2). The sentences should have been:

- 1) I bought ice cream
- 2) When holiday, I, my brother and my friend went climbing to mount
 Penanggungan
- 3) Next, we ate and slept
- 4) After that, I swam in the river

Besides the infinitive forms, verb groups could also be in the form of irregular verb. In the sentences below, the students failed to put the verbs in the past form (verb2) of irregular. The errors are as follows:

- 1) In there, we taked a picture some scenery.
- 2) I shaked hand my grandmother and grandfather
- 3) We want at morning day

In sentence above the student failed to recognize the past form of the verb. Instead of using the past form, she added the verb with -ed. This is wrong since the verb is the irregular one. She can not add -ed. She just generalized that the past forms of the verbs are always added by -ed. The sentences should have been:

- 1) There, we took pictures some sceneries
- 2) I shook hand with my grandparent.
- 3) We went in the morning

Still related to verb forms, there is gerund (-ing form of the verbs). It explains that the process of something has been done. And it also functions as noun. The students made errors in this area. They are as follows:

- 1) We went travel in Borobudur
- 2) Time holiday, I, brother and friend go to <u>climb</u> mount Penanggungan
 The sentences should have been:
 - 1) We went travelling to Borobudur

2) I, my brother and my friend went <u>climbing</u> to mount Penanggungan when holiday.

b. Errors in using auxiliary verbs

The students also failed to recognize the correct form of auxiliary verbs used in their sentences. There are 2 groups here:

- 1) Do, be and have
- 2) Modal auxiliaries (can, could, may, might, must, will, would, shall, should, ought to, and need). Modal auxiliaries generally express a speaker's attitudes or moods. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and in addition, they can convey the strength of these attitudes.⁹⁰

The errors are as follows:

- (a) Her name is Rani
- (b) My brother don't can because his sick
- (c) After we eating, and don't forget I and my sister swimming
- (d) I ^ very happy because can see sunrice
- (e) We are very happy

The sentences should have been:

(a) Her name was Rani

⁹⁰ Betty S. Azar, Understanding and Using English Grammar (2nd ed), (New Jersey: Prentice Hall Regents, 1989) p.68

- (b) My brother couldn't follow because he was sick
- (c) After we ate, we didn't forget swim
- (d) I was very happy because I could see sunrise
- (e) We were very happy

c. Errors in using conjunctions

Conjunctions are used to connect words, for example after, before, until, when, because, and, although, that, as, but, etc. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian. Despite the same rules, the students still make errors in this area. The errors are as follows:

- 1) We playing until night <u>after</u> we went go home <u>after that</u> we slept together
- 2) Then I was in such a hurry that I burned my hand
- 3) Last year, I with my friend recreation to Jogjakarta
- 4) Than, we go to Parangtritis beach

The sentences should have been:

- 1) We played until night, after that we went home then we slept together
- 2) Because I was in a hurry my hand was burned
- 3) Last year, I and my friend went recreation to Jogjakarta
- 4) Then, we went to Parangtritis beach.

d. Errors in the use of articles

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/an). We use definite article (the) if the noun has been mentioned before or if the noun has been familiar. In other word, Use the when we know or assume that your listener is familiar with and thinking about the same specific thing or person you are talking about.

While, use indefinite article (a/an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used. In other word, do not use a singular count noun without an article or a possessive pronoun.

Thus, to be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they are not able to differentiate them, they will make errors as follows:

- 1) Finally, anytime me and my family arrive in ^ station finish
- 2) Last year, I have a holiday for a one weeks
- 3) My and family went in Yogyakarta city to visit ^ nice place by car
- 4) In there, Selvita bought ^ clothes and shoe

- 5) On the night I prepare ^ things brought to Cuban Rondo
 The sentences should have been:
 - 1) Finally, I and my family arrived at the last station
 - 2) Last year, I spent my holiday for a week
 - 3) I and family went to Yogyakarta city to visit a nice place by car
 - 4) Selvita bought some clothes and shoe there
 - 5) On the night I prepared any things that must be brought to Cuban Rondo.

e. Errors in using prepositions

Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement.

A preposition may be composed of one, two, or three parts. For instance:

- 1) one part: of, on, in, at, for, from
- 2) two parts: because of, according to, etc
- 3) three parts: in front of, on top of, as far as, etc

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context. Some of the errors made by the students in this area are as follows:

- (a) Next day, I and my family went ^ Jogjakarta
- (b) On Borobudur, I met tourist
- (c) We went shopping on Malioboro
- (d) After we arrived in Bali, I and my friend very happy.

The sentences should have been:

- (a) Next day, I and my family went to Jogjakarta
- (b) I met tourist in Borobudur
- (c) We went shopping to Malioboro
- (d) After we arrived at Bali, I and my friend were very happy.

f. Errors in using singular/plural

If the noun is more than one, so we need adding morpheme (s/es) to pluralize noun. But, there are many exceptional nouns that do not use adding -s/es to construct their plural forms. For instance:

Singular \rightarrow Plural

Mouse \rightarrow mice

Person \rightarrow people

Deer \rightarrow deer

In the sentences below, the students failed to put whether singular or plural. The students' errors in this area are as follows:

- 1) Last year, I have a holiday for a one weeks
- 2) And the time to go home around one hours
- 3) One days, I went in the mountain.

- 4) On the way I saw many scenery
- 5) In Sukowati market, we bought some dress.

The sentences should have been:

- 1) Last year, I spent my holiday for a week
- 2) And the time to go home was about an hour
- 3) One day, I went to the mountain
- 4) On the way I saw <u>inany sceneries</u>
- 5) We bought some dresses in Sukowati market.

g. Errors in the use of pronouns

Pronoun is used in a place of a noun. It refers to a noun. The main use of pronoun is substitute nouns.

The students made errors in this area. They are as follows:

- 1) And my schedule my parent's go to Kediri city
- 2) Two years ago, my and ^ family went in Yogyakarta
- 3) Time holiday, I, ^ brother and ^ friend go to climb mount Penanggungan
- 4) Finally, ^ back to home.

The sentences should have been:

- 1) And our schedule went to Kediri city
- 2) Two years ago, I and my family went to Yogyakarta
- 3) I, my brother and my friend went climbing to mount Penanggungan when holiday

4) Finally, we went home.

2. Surface Strategy Taxonomy

As described previously, it was found that the subject produced errors on 7 kinds of grammatical. Those errors are classified into the types based on surface strategy taxonomy according to Dulay. They were omission, addition, misformation and misordering. In order to know which types of the error belong to, it is important to show the wrong sentences. There were 278 errors which consist of 140 or 50 % errors in omission, 30 or 11 % errors in addition, 70 or 26 % errors in misformation, and 38 or 14 % errors in misordering (see appendix 3). The example of the students' error on type will be described below.

a. Errors of Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed sentence. These errors are indicated by absence of grammatical morphemes in a certain construction. The errors of omission based on the data obtained were found as follow:

- 1) finally I prepare my things and my shirts
- 2) first I and my friend visit to Prambanan temple
- 3) I ^ very happy
- 4) We ^ very hungry
- 5) We went travel in Borobudur

In sentences 1) and 2), errors of omission occurred in regular past verb is the omission of -ed. While in sentences 3) and 4), error of omission in simple past tense is the omission of auxiliary verb. In sentences 5), error of omission occurred in the omission of -ing. The sentences should have been:

- 1) finally I prepared my own things and my shirts
- 2) firstly, I and my friend visited to Prambanan temple
- 3) I was very happy
- 4) We were very hungry
- 5) We went travelling to Borobudur

b. Errors of Addition

Errors of addition are characterized by the presence of an item which must appear in a well -formed sentence. Based on the data obtained were found as follow:

- 1) My brother don't can because his sick
- 2) I couldn't speaked English very well
- 3) Last year, I have a holiday for a one weeks

The examples above showed that in sentences 1) and 2), the students made error of addition by applying double marking. These errors occur when the students give more one marker in their tenses. While in sentence 3), the students made error of simple addition in which this error occur

when one use an item which should not appear in a well-formed sentence.

The sentences should have been:

- 1) My brother couldn't follow because he was sick
- 2) I couldn't speak English very well
- 3) Last year, I spent my holiday for a week

c. Errors of Misformation

Errors of misformation are characterized by the use of the wrong form of the morpheme or structure. This error occur when the students supplies something although it is incorrect. The errors of omission based on the data obtained were found as follow:

- 1) 1 shoked hand my grandmother and grandfather
- 2) Me sit down in place empty
- 3) And then I taked a picture with my family.

The examples above showed that in sentences 1) and 3), the students made errors in the type of regularization, in which a regular marker is used in place of an irregular one, as in *shoked* for *shook* and *taked* for *took*. While in sentence 2), the student made error in the type of archi form, in which they selected one member of the class of personal pronouns to function for several others in he class, as *me* for 1.

The sentences should have been:

- 1) I shook hand with my grandparent
- 2) I sat down in the empty place

3) After that I took a picture with my family.

d. Errors of Misordering

Misordering error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The examples were as follow:

- 1) In Sukowati market, we bought some dress.
- 2) In there, Selvita bought clothes and shoe
- 3) Me sit down in place empty
- 4) Sunday, I went to beach Parangtritis to fishing fish.

The examples above showed that in sentences 1) and 2), the students made errors by incorect placement of adverb of place. Those adverb should be placed in the end of sentence. While in sentences 3) and 4), the students misordered the phrase.

The sentences should have been:

- 1) We bought some dresses in Sukowati market
- 2) Selvita bought some clothes and shoe there
- 3) I sat down in an empty place
- 4) At Sunday, I went to Parangtritis beach to fishing.

B. The Causes of Error

In the process of second language learning, the learners may use any strategies in order to get comprehensive in the target language. During the

process of second language learning, every learner always produces any errors or mistakes. Based on the description of findings above, the writer notes that most of the students make errors in their recount writing. Mostly, the students made errors in using verb form and omission. A student supposed that the target language and his language were similar so he made errors. There are many students think that writing is something terrible. They are often confused what and how to write in English.

The learners' error may be caused by many factors. English was foreign for students. And this is one of the possible causes of their errors. The students' error in using English tenses made by bilinguals is caused by their mother tongue interference since Indonesian language was common language. They first think in their mother tongue or native language first, and then they translate into English when they are writing in English. Indonesian language does not have verb conjugation and time signaling in expressing idea, whether something happens at present, past and future. In Indonesian language is only expressed by adverb of time such as sekarang, besok, kemarin, and sedang. The verbal form does not change although the adverb of time changes. In other words, there are no tenses in Indonesian language.

Besides, they do not understand about grammar, although the teacher had taught it. Besides, the materials of the students' English lesson are mostly taken from the kinds of text, and grammar is an addition only. They never try to use grammar both in writing and speaking. And it is also the vocabularies that students have are still poor or lack.

The other causes of students' errors are based on how to recognize the part of speech. They still have difficulties to understand and use the functions part of speech. In this case they can not arrange or make their owned sentences well.

In these cases, the writer has several examples and described bellow. The students produced two items rather than one were marked for the same tense i.e. they added double marking of verb "did" and "brought" in sentences "I did not brought food". They had over-generalized of verb 2 in constructing the past sentence.

The student did not know the rule. The students failed to apply the rules correctly. For example: "in there we enjoyed with a scenery". The students added "in" on "in there" in which it should be unnecessarily. The sentence should have been "we enjoyed the scenery there". Another example: "after that we tired", the students omitted to be (were) in their sentence. It should have been "we were tired".

In the following example: "we return home with safe". The errors in this sentence, some students omitted -ed in their past tense. The sentences should have been "we returned home safely. Another example: "I very happy" and "we very hungry". From both of sentences, the students omitted be of "was" and "were". The examples above showed that the students tended to

elicit the sentences and used incomplete past rule. The sentences were incorrect since the existence of past verb or past marker indicate that the sentence the student made was in past time.

The students misunderstood the rule. As in the following example: "we were returned home", this sentence was past, but the form was passive. The student error was he added "were" in active past. The sentences should have been: "we returned home". Another example: "I was so tired but I was very happy". There was the confusion of so and very. The sentence should have been: "I was very tired but I was happy".

C. Teacher's Strategy to solve the students' errors

Based on the findings of the research, the writer notes that the teacher strategy to overcome the students' error was by giving students exercising or worksheet. The teacher gave worksheet to the students; he asked them writing recount text. After that, the students writing recount were collected and given score. By knowing the result and scores, the teacher knew the students grammatical errors. Then he gave the next worksheet related to grammar in overcoming those problems. By giving worksheet, the students are motivated to do the best. In other words, the teacher was giving students understanding and practicing continually, in order that they are able to recognize parts of speech and hopefully they can use of the function both in written and spoken. To know the result of the students' achievement, they are tested based the

difficulties the students have. Beside by giving worksheet, the teacher was giving games related to grammar in order that the students were bored.

Actually, the teacher's strategy to solve the students' errors is not maximal because he just giving worksheet. He should give understanding and practicing continually. Besides, he has to give feedback in his students' writing by marking their writing right or wrong, possibly penciling in the correct sentences for them to study, responding to the students' work or giving comments.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis, and presenting the results, the conclusion and suggestion or pedagogical implications of this study will be presented in this last chapter.

A. CONCLUSION

- 1. Based on the finding, it shows that the students made a lot of grammatical errors. There were 7 kinds of grammatical errors. They were classified as follows: errors in using verb forms, errors in using auxiliary verbs, errors in using articles, errors in using preposition, errors in using singular/plural, errors in using pronoun, errors in using conjunctions. Besides, those errors are classified into their types based on surface strategy taxonomy according to Dulay. They were omission, addition, misformation and misordering
- 2. According to the findings, it can be concluded that the students produced a lot of errors, exactly in the use of verb forms and omission. We can see it from the number of the errors made; they were still confused which one to use when making a grammatical sentence. It could be because they are unfamiliar to this form and because English is still foreign for them and there is mother tongue interference. They first think in their mother tongue or native language first, and then they translate into English when they are writing in English.

Indonesian language does not have verb conjugation and time signaling in expressing idea, whether something happens at present, past and future. In Indonesian language is only expressed by adverb of time such as sekarang, besok, kemarin, and sedang. The verbal form does not change although the adverb of time changes. In other words, there are no tenses in Indonesian language as in English language. And it is also the vocabularies that students have are still poor or lack. The other causes of students' errors are based on how to recognize the part of speech. They still have difficulties to understand and use the functions part of speech. In this case they can not arrange or make their owned sentences well.

3. Based on the findings of the research, the writer notes that the teacher strategy to overcome the students' error was by giving students exercising or worksheet. By giving worksheet, the students are motivated to do the best. In other words, the teacher was giving students understanding and practicing continually, in order that they are able to recognize parts of speech and hopefully they can use of the function both in written and spoken. Beside by giving worksheet, the teacher was giving and games related to grammar in order that the students were bored.

B. SUGGESTIONS

- 1. In teaching English related to its grammar, the teacher should give more easily understood explanation and attractive games in order to make the students more interested in learning English, especially the grammar.
- 2. The teacher teaches the grammar elements explicitly with adequate exercises.
- 3. The teacher should give more exercises in applying grammar not only by giving the theory of grammar. Because, based on the results the students seem not quite understand how to differentiate when to use either past or present form of the verbs.
- 4. Teacher could apply a method where he/she explains the correct uses of the verb (when to use past and present) forms, gives examples of the usage, and tests the students understanding which will assure the teacher that the students really understand it. Otherwise, the students will face difficulties in differentiating the uses of past and present forms of verbs whenever they learn English and because this is the very basic step to learn English.
- 5. The teacher could also apply the communicative language teaching method especially when he/she teaches English grammar.
- 6. In writing class, the teacher should give more writing exercises to the students. So that, they will be familiar to English writing forms.
- 7. The students have to bring dictionary every English lesson.
- 8. The students must pay attention when the teacher teaches in teaching English grammar.
- 9. The teacher should give understanding and practicing continually.

10. The teacher has to give feedback in his students' writing by marking their writing right or wrong, possibly penciling in the correct sentences for them to study, responding to the students' work or giving comments.

BIBLIOGRAPHIES

- Arikunto, Suharsimi. 2006. Prosedur Penelitian (ed. ke-6). Jakarta: PT. Rineka Cipta
- Azar, Betty S. 1989. Understanding and Using English Grammar (2nd ed). New Jersey: Prentice Hall Regents
- Brereton, John C. 1982. A Plan For Writing (2nd ed). New York: Holt, Rinehart, and Winston
- Brown, H. D. 1994. Teaching by Principles, an Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall Regents
- _____. 2000. Principles of Language Learning and Teaching (4th ed). Longman: Addison Wesley Longman, Inc
- Chomar, Badrul. 2007. Error Analysis in The Use of Tenses in Recount Composition Made by 8th grade Students of SMPN 4 Gresik. UNESA: Unpublished Thesis
- Depdiknas. 2004. Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris. Jakarta: Depdiknas
- Dulay, Heidi, et al. 1982. Language Two. New York: Oxford University Press
- Ellis, Rod. 1997. Second Language Acquisition. New York: Oxford University Press
- Freeman, D. L. and Long. M. H. 1991. An Introduction to Second Language Acquisition Research. London: Longman Group UK Limited
- Fromkin, Victoria and Robert, Rodman. 1993. An Introduction to Language (5th ed).

 New York: Harcourtz Brace Jovanovich College Publisher

- Hartley, J. and R. Male. 1962. Reading and writing. Alternate Edition. The United States of America: Holt, Rinehart and Winston. Inc.
- Heaton, J.B. 1975. Writing English Language Test. London: Longman Group Limited
- Hendrickson, James. 1979. Error Analysis and Error Correction in Language Teaching. Singapore: Seameo Regional Language Centre
- http://grammar.aboutcom/od/yourwriting/a/theprinciplesofgoodwritingwhatarethecharacteristicsofgoodwriting.htm. accessed on June 5, 2009
- http://www.lmri.ucsb.edu/publications/finalgrantreports/schleppegrell.pdf. accessed on June 5, 2009
- Kusnadi, C. G. 2004. English Language Teaching and Learning: Teach to Young Learner in Indonesia. Malang: State University of Malang Press
- Nunan, David. 1991. Language Teaching Methodology. Sidney: Prentice Hall International (UK) Ltd.
- _____. 1992. Research Methods in language Learning. Cambridge: Cambridge University Press
- _____. 1999. Second Language Teaching and Learning. USA: Heinle & Heinle Publisher
- _____. 2005. Practical English Language teaching. Boston: Massachusetts
- Oshima, Alice and Hogue, Ann. 1991. Writing Academic English (3rd ed). Longman; Addison Wesley Longman
- Raimes, A. 1983. Techniques in Teaching Writing. Oxford: Oxford University

- Reid, Joy M. 1993. Teaching ESL Writing. New Jersey: Prentice Hall
- Richard, Jack C. 1974. Error Analysis, Perspective on Second Language Acquisition.
 England: Longman Group Ltd.
 - and D. Nunan. 1990. Second Language Teacher Education. Cambridge: Cambridge University Press
 - and Renandya, W. A. 2002. Methodology in Language Teaching, an Anthology of Current Practice. USA: Cambridge University Press
- Sugiatun, Iis Nur. 2007. An Analysis of Error on Tenses made by Junior High School Students in Writing a Recount Text. UNESA: Unpublished Thesis.
- Swan, Michael. 2005. Grammar. New York: Oxford University Press
- Ubol, Charas. 1981. An Error Analysis of English Compositions by Thai Students. Singapore: Seameo Regional Language Centre
- Ur, Penny. 1996. A Course in Language Teaching. Cambridge: Cambridge University

 Press.