

**ERRORS ANALYSIS IN STUDENTS' WRITING ON RECOUNT TEXT
AT THE TENTH GRADE OF SMK AL ISLAM SURAKARTA
IN THE ACADEMIC YEAR OF 2022/ 2023**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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Thank you for the attention.

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DEDICATION

This Thesis is dedicated to:

1. My parents (Mr. Komarudin and Mrs. Sumarni) who have given their endless support, love, and prayer.
2. My beloved brother and sister who always give me support and help.
3. My big family who give me support.
4. My thesis advisor Mrs. Ikke Dewi Pratama, SS., M.Hum.
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6. All my friends especially A class 2019 that couldn't mention all one by one, thank you being best partner in learning and making unforgettable moment.
7. My almamater, UIN Raden Mas Said Surakarta

MOTTO

So be patient. Indeed, the promise of Allah is truth
(Q.S Ar: Rum: 60)

And He is with you wherever you are
(Q.S Al:Hadid: 4)

PRONOUNCEMENT

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I hereby sincerely state the thesis “**Errors Analysis in Students’ Writing on Recount Text at the Tenth Grade of SMK Al Islam Surakarta in the Academic Year of 2022/2023**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later prove that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 31st May 2023

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The researcher realizes that this thesis is still far from being perfect. However, the researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 31st May 2023

The researcher,

A handwritten signature in black ink, appearing to be 'Anggela Kunti', written over a faint, large watermark of a figure.

Anggela Kunti

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ABSTRACT

Kunti, Anggela. 2023. Errors Analysis in Students' Writing on Recount Text at the Tenth Grade of SMK Al Islam Surakarta in the Academic Year of 2022/2023. Thesis. English Language Education, Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

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Key words : Error Analysis, Writing, Recount Text.

The objective of this study are to describe (1) the types of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023, (2) the causes of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023, and (3) the solutions to overcome the errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023.

The method used in this study was descriptive qualitative research. The subject of this research was X TKJ (*Teknik Komputer dan Jaringan*) 2 class which consisted of 24 students. The data of this study were taken from their recount texts in the form of document to examine types of students' errors. The researcher also collected data using interviews to find out cause the errors occurred and to overcome the error in writing recount text.

The result of the study showed that the types of errors found are fourteen types, they are singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear and run-on sentence. The totals of error were 344 errors. There are the highest and the lowest errors made by the students. The highest common errors are verb tense with the number is 57 or 16.56% errors. The lowest errors are 3 or 0.87% run-on sentence errors. The causes of errors come froms the influence of their first language rules (interlingual transfer), some errors occurred because students generalized the rule and applied it incompletely (intralingual transfer), lack of students' motivation in writing (carelessness), and the ways of delivering material from teacher that were not optimal for students (context of learning). The solutions to overcome the error from the students are: asking to the teacher or friends (understanding the problem), checking the writing (devising a plan), take additional lessons (carrying out the plan), and additional solution learn material from Youtube or other media.

CHAPTER I

INTRODUCTION

A. Background of the Study

English in Indonesia is one of subject which is taught, start from Primary School, until Senior High School, even in University. Nowadays, the goverment has provided a new curriculum for the vocational high school, that is Merdeka Curriculum. According to the Merdeka Curriculum which has been implemented to vocational high school, teaching English as a Foreign Language (TEFL) in Indonesia is required to concentrate on developing language skills, especially listening, speaking, reading, and writing (Fithriani, 2020). The aim of teaching English as a Foreign Language (TEFL) in Indonesia is that students can be able to develop oral and written communicative competencies to achieve their functional literacy level. Speaking and writing skills which involve language production are considered to be productive skills.

Writing is significant in human life because it gives people a means of communicating with one another. In addition, writing is an effective way to communicate and express our thoughts, feelings and opinions to others. Anjayani (2016) mentions that writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the usage of vocabulary and structure of language. According to Rass (2005), writing is a difficult skill to master because students must balance multiple issues such as grammar, content,

organization, purpose, audience, vocabulary, punctuation, spelling, capitalization, and so on to compose good writing. That is why it is important to learn aspects of writing to be able to master language skills well. Adas (2013) states that writing is an intricate and complex task, it is the most difficult of all the language abilities to acquire. It means that, writing is a difficult skill to master because it takes a long time to think and takes time to write to get good results.

Based on the description above, it can be said that to write something is not easy without knowing well about part of writing. Students are required to be able to write in English using appropriate grammar and mechanics because it is very important component in making written products. Without grammar, the order of the sentences can be random and the meaning will be ambiguous so that it makes the reader confused to read and understand it. Grammar is the study of the rules that govern the use of language, including the whole system and structure of language. Grammar and mechanics will have an impact on its meaning, if the components of the language are put together inappropriately. Therefore, students must have good competence in grammar and mechanics to make well-structured writing. They must be able to transmit their understanding of the grammar and mechanics rules of the target language in writing. Students make errors because of difficulties in applying the rules of English in writing. Because of that, the students frequently make errors in writing. Abushihab (2014) states that error and mistakes are different from each other because an error cannot be self-corrected and is caused by a

learner's inadequate knowledge of the target language whereas a mistake can be self-corrected. So, learner at various levels can do error in writing including advanced level.

The error that students make continuously will make them accustomed to doing this, since they don't know if what they are doing is an error. It is necessary to do research that describes what error students make in writing English, because it has many advantages such as to find out at what level students master English, as the evaluation material for teacher to improve students' skills in their writing. Langan (2006) states that if the learner practices as frequently as possible, their skill will improve. "A realistic attitude about writing must build on the idea that writing is a skill, it is skill like driving, typing, or cooking, and like any skill, it can be learned". So, the more students practice, their ability will be increased. Additionally, error analysis provides two advantages that are advantageous to both students and teachers. The students can identify the type of error they committed by using error analysis, which will enable them to correct it the next time. Furthermore, error analysis can help teachers understand how effective their teaching is and what kinds of errors their students make.

The researcher conducted pre-research on December 12th 2022 with one of the English teacher who taught the tenth grade. Based on the interview, the research could figure out that students in tenth grade had difficulties to write. The difficulties occur because they lack knowledge about vocabulary and grammar. They are confused to use the correct grammar and mechanic rules.

They tend to ignore the grammatical errors so when they write a text in English, they commit many errors in English writing text. For example: the students wrote '*eated*' as the past tense of '*eat*', that should be '*ate*'. This happened because they do not understand verb tense. Another example, the student write '*me go to beach*'. The student made an error because they are not able to use word choice as the subject. The subject in this sentence should be '*I*'. They also still make some misspellings in their writing works. They always wrote based on the word that they have listened to. For example, when they want to write '*meatball*', some students wrote as '*meetbal*', '*beautiful*' as '*beutiful*', or in the other words is the same with how the word is pronounced. That was the reason why the teacher had difficulties to understand the message that made by the students in their writing.

According to the existing curriculum, students in tenth grade of senior high school must master writing skills. Students are expected to be ready to write recount text. In fact, most of students have a tough time. They produce in many types of error and often did same errors on one paragraph. They ignore written grammar and mechanic rules.

The researcher conducted a gap in the prior research. There is in the previous study by Wulandari (2021). The study was conducted a descriptive qualitative research. The result of the research revealed the most types of error was spelling with 24,30% hence the remedial teaching is the English teacher should give more practice in teaching and learning process how to spell correctly the words. Another previous study was conducted by Alfayed

(2019). The findings showed that the total number of error is 436 errors. The two frequent types of errors were Verb Tense and word choice.

The similarity of this study is focus on students error analysis in writing. Besides, the differences of the previous study is research location and curriculum used. The novelty of previous research, the researcher tried to make a new research to find the causes of error found and the solution to overcome the error occur in students writing recount text based on the Merdeka Curriculum, meanwhile the previous research used 2013 Curriculum (K13).

The researcher chose recount text because based on Merdeka Curriculum in which the standard competition in the second semester of tenth grade showed that students would be focused on monolog text that was recount. So, based on that curriculum demanded, recount text became one of the learning focuses in the tenth grade students in Senior High School. The researcher are interested in analyze the use of grammatical and mechanic errors that students have made in learning recount text which make students write a lot of English words based on their knowledge. Those are the reasons why the researcher was interested in conducting research entitled “Errors Analysis in Students’ Writing Recount Text at Tenth Grade in SMK Al Islam Surakarta in the Academic Year of 2022/2023”.

B. Identification of the Problems

Based on the background of the problem above, the researcher tried to identify the problem as follows:

1. The students still find it difficult to write of an English word in writing recount text.
2. The students do not master grammar and mechanic rule.
3. The students lack of vocabulary.
4. The students still made some errors in their writing.

C. Limitation of the Problems

The researcher limits the scope of the study in order to make it more detailed and focused. This research conducted at SMK Al Islam Surakarta. The subject of this study is the tenth grade of TKJ (*Teknik Komputer dan Jaringan*) 2, which consists of 24 students. The reason the researcher chose this class is because the students still made some errors in their writing. The researcher focused on analyzing the types of errors, as well as the factors that cause the errors in the writing done by the students, and solution to overcome the errors. The researcher classified the errors based on Betty S. Azzar's classification of errors and analyzing the errors to find out the causes of errors using Brown's theory, while to find out the solutions to overcome the error using Csernorch's theory.

D. Formulation of the Problems

Based on the limitation of the problem, the researcher will formulate the problems as follows:

1. What are the types of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023?

2. What are the causes of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023?
3. What are the solutions to overcome the errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023?

E. Objective of the Study

After decided the research problem, the researcher states the objective of the research as mentioned below:

1. to find the types of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023,
2. to describe the causes of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023,
3. to find the solutions to overcome the errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023.

F. Benefits of the Study

This research is expected to give several benefits. Those benefits are for the students of SMK Al Islam Surakarta, for the English teachers of SMK Al Islam Surakarta, and the researcher herself.

1. Practical Benefits

a) For the students

From this study, the students will know the types of error that they made in their writings. The students of SMK Al Islam Surakarta can evaluate their grammar and mechanics, especially in written works by themselves. From this research, the students can also learn more about grammar and mechanics English words and know what errors usually occurred in writing activity. Therefore, in the future, they can use grammar and mechanics well to other.

b) For the teachers

This research might be beneficial for teachers. Based on this research, the teachers of SMK Al Islam Surakarta can know about the abilities and the difficulties of their students in English, especially in grammar and mechanics in writing works. The teachers of SMK Al Islam Surakarta can also evaluate their teaching especially in teaching English whether their teaching has been good enough or not or does it need improvement. Then, the teachers of SMK Al Islam Surakarta can know the difficulties in students' writing and try to solve the problem in teaching and the difficulties faced by their students.

c) For the researchers

The benefits for the researcher from this research is the research had a chance to discover the problems that were related to the subject. Then, the researcher had fulfilled one of the requirements to graduate

from English Education of Department of UIN Raden Mas Said Surakarta. And this research is able to improve the researcher ability's and to understand the types of error made by students in writing.

2. Theoretical Benefits

This study aimed to get several benefits of the research to the readers and the researcher follows. It will provide crucial information about students in grammatical and mechanics errors in writing. This research hopefully can improve students' comprehension of grammatical and mechanics in English words and increase they understand how to write English, words in the written form correctly.

G. Definition of Key Terms

To avoid misunderstanding in this research there are several key terms to make the readers understand clearly. There are some key terms related to this research, as follow:

1. Error

Ellis (2003) states that error reflects gaps in a learner's knowledge, they occur because the learner does not know what is correct, and mistakes reflect occasional lapses in a particular instance, the learner is unable to perform what he or she knows.

2. Error Analysis

Error analysis is a fact that learners do make errors and the errors can be observed, analyzed and classified to reveal something within the learners (Brown, 2007).

3. Writing

Writing is a way to convey someone's expression about what is being read to be understood (Durukan, 2011).

4. Recount text

Hyland (2009) states that recount is a text that tells about past experience or events. It can be based on the author's personal experience (not always factual) or historical event. It means, that recount refers to telling the story in the past event or experience, and it can be fact or not.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Errors and Mistakes

Errors and mistakes have some meanings that make a failure of something. Ellis (2003) states that error reflects gaps in a learner's knowledge, they occur because the learner does not know what is correct, and mistakes reflect occasional lapses in a particular instance, the learner is unable to perform what he or she knows. Karim et al (2018) says that error occur naturally in the process of language learning. It is because there are some different rules in their first language and their second language. The student frequently makes mistakes and errors when studying a second language or a target language. The researcher makes a distinction between error and mistakes in order to clearly analyze the students' error. According to James (2013), error in language is a failure in using the language. Error is mistake that emerges or occurs continuously or systematic, while mistake is a fault that emerges or performs inadvertently and can be fixed (Dasuki, 2017).

Besides, Brown (2007), states that a mistake is a performance error that students can correct by themselves and be able to recognize their mistake. While the error is a performance error that students cannot correct their errors. Mourtaga (2004) points out that errors and mistakes are

different from each other because an error cannot be self-corrected and is caused by a learner's inadequate knowledge of the target language whereas a mistake can be self-corrected. Gas and Selinker (2001) explains that a mistake can be self-centered, but an error refers to systematic errors which often occur in second language learning. Errors cannot be self-corrected by learners because they occur repeatedly, until further relevant input (implicit or explicit) has been provided and converted into the learners. It means that the learners need further relevant learning about the target language before they can be self-corrected. A mistake is also a deviation of norms of languages but is not systematic. It means that a mistake is inconsistent deviation; learners sometimes get right but sometimes wrong. However, according to Yuksel (2007) mistakes are not a result of a deficiency in competence. They can be considered by the slip of tongue, fatigue, carelessness or other aspects of performance both in writing and in speaking.

From the theories above, it can be concluded that a mistake is a performance error that the students can correct themselves. A mistake is actually when the students know about what they write but they just slip up, and they can approved and recognize their own mistakes. While an error is performance error that the students cannot correct by themselves, they need more explanation from the other people. Error caused by lack of knowledge, the students did not know what were they wrote and they could not recognize it. In this research, the researcher only studied about

the errors. The researcher wants to find out what the errors were made by the students. That was why the researcher chose error analysis in this research.

2. Error Analysis

The fear of making mistakes or errors is one of the biggest barriers to learning and utilizing a foreign language. Making errors is a sign that learners have not yet mastered the rules of the language they are learning. AbiSamra (2013), states that error analysis is a type of linguistic study that focuses on errors learners make. Santos et al (2018) points out that error analysis is the study or process of describing errors made by the second language learners. The errors make errors and the errors can be analyzed and classified to reveal something of the system operating within the learner to the study of learners. Error analysis is a fact that learners do make errors and the errors can be observed, analyzed and classified to reveal something within the learners (Brown, 2007). Besides, Richard and Schmidt (2002) explained that error analysis is identifying the process, whether identifying strategies of the learner in language learning, identifying the cause of learner's error, or identifying the common difficulties in language learning. Error analysis is interpreted to find and describe the student learning process in writing which is related to the cognitive processes of students in understanding and accepting English learning that has been given by the teacher according to the target language (Keshavarz, 2012). In other definition, the process of observing and discovering an event, its nature, cause, and consequence of inappropriate,

ambiguous, and unsuccessful language is called error analysis (James, 2013).

The error analysis focuses on specific language. Error analysis as a method to observe, analyze, and classify student's errors. Error analysis is a linguistic analysis that focuses on the error that the learners make in writing some texts. For the explanation above, it is clear that error analysis is a technique to investigate an errors in word and sentence in writing or speaking form and it describes the language used by learners and can be used to identify potential mistakes or errors made by the students. It means that error analysis is suitable for this research.

3. The Procedure of Error Analysis

Error analysis is a learning process about the translation of errors made by students. It is also a method used to analyze and describe what students' activities have done in the writing process. James (2017) cites three major types of error analysis procedures:

a) Error Identification

James (2017), states error identification is spotting the error location. In other words, the error's position in the collected data is being searched, found, collected, and recorded. It has the function to give the researcher pre-assumption of word error so that the researcher easy to do the next step of the error analysis.

b) Error Classification

The next procedure is sorting errors that are the same and which are different and putting them into categories.

c) Describing Errors

Describing an error is a data analysis to give a concrete explanation of the error. It has three functions, first to make explicit what otherwise would be tacit and on the level of invitation to justify one's intuitional. The second function of the description is that it is a prerequisite for counting errors. The last is to create categories.

Ellis and Barkhuizen (2005) distinguishes five steps in conducting error analysis.

- a. Collect the sample of learner language. To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.
- b. Identify the errors. The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher can identify which part of learners' sentences is different from the "reconstructed version."
- c. Describe the errors. The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.

- d. Explain the errors. Explaining errors involves determining their sources in order to account for why they were made
- e. Evaluate the errors. Error evaluation is a supplementary stage in error analysis.

A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. According to Gass & Selinker (2010) there are a number of steps taken in conducting an error analysis.

- 1) Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)
- 2) Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- 3) Quantify errors. How many errors of Tense occur?
- 4) Analysis of source/causes.
- 5) Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out

4. The Importance of Error Analysis

Some experts reveal their opinions of the importance of EA. According to Norrish (1995), "Error Analysis can give a picture of the type of difficulty learners are experiencing. If carried out on a large scale such a survey, it can be helpful in drawing up a curriculum." It means that EA has significant to check the students' difficulty in learning. Then the teacher can rearrange the curriculum that suits for the students. While Ellis (2008)

has parallel opinion with Norrish, she divides the significant of EA in three aspects:

- 1) *The teacher*. EA gives information of the learners' progress in acquiring the language, and it tells her what remain for her to teach.
- 2) *The researcher*. EA give evidence to the research of how the learner learn and acquire the language, what strategies or procedures they use in discovering the language.
- 3) *The learner*. Making error can be used for the learner as device to learn.

She further explains that EA as branch of applied linguistic activity has two functions, they are: theoretical and practical.

- a. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.
- b. The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher (Richard, 2015).

Based on the explanation above, the writer sums up that the goal of EA in theoretical aspect is as a tool to investigate the language learning process and it also gives information of the learners' progress in the process of acquiring language in the practical area. It can be a very useful feedback for the teacher, the researcher, the learner and the curriculum in how to overcome the students' difficulty and how to deal against the error.

5. The Types of Error

Runkati (2004) categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers. As the present study focused on errors in English sentences, the analysis of errors found at the sentential level and the word level was adopted. The one regarding sentential level errors included fragments, subject-verb agreement, word orders, tenses, capitalization and punctuation. The other concerning errors at the word level were articles, prepositions, word choices, nouns, pronouns and verbs.

Ellis (2008) distinguishes three types of error according to their systematicity:

- a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- c. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

From those theories above, the researcher used Azar (2009) theory included 14 categories type of error because the researcher wanted to find

the errors in recount text in which those categories more compatible with the characteristic of students in writing recount text.

a. Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one *pen*. Plural number is a noun denotes more than one object e.g. I have two *pens*. In addition, singular can be identified by putting *a* or *an* before noun e.g. I has a bird. Generally, plural nouns can be added by *-s* (as in friends) or *-es* (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. *child-children, ox-oxen, foot-feet, man-men, wife-wives*, etc.

b. Word Form

Vadasy & Sanders (2016) state that “Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something, the inflected forms of a word can be represented by a stem and a list of inflections to be attached”. It means that word form is the change form of word based on the grammatical rules, for example, *beautiful* (adjective), *beautifully* (adverb). The error word form in a sentence e.g. I saw a *beauty* picture.

c. Word Choice (Diction)

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem

out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable (Wishon & Burks, 2013). Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence: *I am looking at you.*

d. Verb Tense

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress (Stanley et al, 1988). Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future.

It means that verb tense is the changing form of verb as symbol which expresses or tells about activity or condition and statement happened in the past, present and future.

e. Add a Word

Add a word has slight similar example with the term of *Omission*. *Omission* is the absence of an item of morphemes that must appear in a

sentence or utterance⁵⁶, e.g. *They want ^ go to the museum*. The absence preposition is *to*, the sentence called Omission Error of preposition *to*, according to Betty S. Azzar e.g. *They want ^ go to the museum* is categorized as error *Add a word*, because the preposition *to* must be added in the sentence.

f. Omit a Word

Omit a word is same as *Addition*. Betty S. Azzar gives example the error of Omit a word e.g. *She entered **to** the university*. The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word. While according to Dulay *et al* in Sompong (2015) e.g. *She entered **to** the university* is categorized as Addition Error which the preposition *to* considered as a morpheme that mustn't be added in the sentence.

g. Word Order

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

h. Incomplete Sentence

Incomplete sentences are missing necessary words or phrases. The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance.

i. Spelling

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

According to Bestgen and Granger (2011) there are 9 type of spelling errors as following:

1) Omission of a letter

It is a type of spelling error in which occurs when students deleted or missed a letter of a word.

Table 2.1 Example of Omission of a Letter

Error Spelling	Correct Spelling
• Quicly	• Quickly
• Beutiful	• Beautiful
• Mecanisms	• Mechanisms
• Completly	• Completely
• Distinc	• Distinct
• Eople	• People

2) Addition of a Letter

It is a type of spelling error in which occurs when students include a letter in a word.

Table 2.2 Example of Addition of a Letter

Error Spelling	Correct Spelling
• Develope	• Develop
• Teample	• Temple
• Eighteen	• Eighteen

• Youngs	• Young
• Envolves	• Evolves
• Ridicoulous	• Ridiculous

3) Single Letter Instead of Double Letter

It is a type of spelling error in which occurs when students miss a letter in a word that contains double letter.

Table 2.3 Example of Single Letter Instead of Double Letter

Error Spelling	Correct Spelling
• Hapen	• Happen
• Sleping	• Sleeping
• Hapy	• Happy
• Especialy	• Especially
• Ocurrred	• Occurred
• Adicts	• Addicts

4) Double Letter Instead of Single Letter

It is a type of spelling error in which occurs when students included double letter in a word that ought to be single letter.

Table 2.4 Example of Double Letter Instead of Single Letter

Error Spelling	Correct Spelling
• Appartments	• Apartments
• Detailedd	• Detailed
• Butt	• But
• Loosing	• Losing
• Allmighty	• Almighty

5) Substitution of One Letter

It is a type of spelling error in which occurs when students substituting of one letter for another.

Table 2.5 Example of Substitution of One Letter

Error Spelling	Correct Spelling
• Dependend	• Dependent
• Fan	• Van
• Lifes	• Lives
• Bay	• Buy
• Comfortable	• Comfortable
• Uncredible	• Incredible

6) Interchange of Two Adjacent Letter

It is a type of spelling error in which occurs when students write a word that any letter in the false position.

Table 2.6 Example of Interchange of Two Adjacent Letter

Error Spelling	Correct Spelling
• Birht	• Birth
• Peopels	• Peoples
• Entreprises	• Enterprises
• Concieved	• Conceived

7) Involving an Apostrophe

It is a type of spelling error in which occurs when students erroneously put an apostrophe on a word and also when students not included or disregard to put an apostrophe.

Table 2.7 Example of Involving an Apostrophe

Error Spelling	Correct Spelling
• Womans	• Woman's

• Parents	• Parent's
• Its	• It's
• Didnt	• Didn't

8) Erroneous Splitting or Joining of Words (Word Segmentation Error)

It is a type of spelling error in which occurs when students included a word that includes splitting or joining two words with or without space.

**Table 2.8 Example of Erroneous Splitting or Joining of Words
(Word Segmentation Error)**

Error Spelling	Correct Spelling
• Every day	• Everyday
• Every one	• Everyone
• Free time	• Freetime
• Even though	• Eventhough
• Water fall	• Waterfall

9) Two or More Error of the Same Type or Different Type (Multiple Error)

It is a type of spelling error in which occurs when students included two or more errors contains in a word.

**Table 2.9 Example of Two or More Error of the Same Type or
Different Type (Multiple Error)**

Error Spelling	Correct Spelling
• Payed	• Paid
• Weter	• Whether
• Begginig	• Beginning
• Got thered	• Gathered

j. Punctuation

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

k. Capitalization

Capitalization is to capitalize the first letter of a word. In English there are many rules for using capital letters. Notice the following table (Oshima & Hogue, 2007):

Table 2.10

Capitalization Rules

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

l. Article

The articles are *a*, *an* and *the*. They modify noun. *A* and *a* are indefinite; a car could mean any car. *The* is indefinite: the car indicates a specific car. The article *a* precedes nouns that start with a consonant sound (*a rocket*). The article *an* precedes noun that start with a vowel sound (*an astronaut*).

m. Meaning not Clear

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

n. Run-On Sentence

A *run-on* is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as *fused sentences*: they are fused, or joined together, as if they were only one thought. It means that run-on sentence is two simple sentence joined together without a connecting word.

The example of error sentences based on the type of errors (Azar, 2009) below as follows:

Table 2.11

The Types of Error

No	Types of Error	Example
1.	Singular-plural	<ul style="list-style-type: none"> Incorrect : He <i>have</i> been here for six <i>month</i>.

		<ul style="list-style-type: none"> • Correct : He has been here for six months.
2.	Word form	<ul style="list-style-type: none"> • Incorrect: I saw a <i>beauty</i> picture. • Correct : I saw a beautiful picture.
3.	Word choice	<ul style="list-style-type: none"> • Incorrect: She got <i>on</i> the taxi. • Correct : She got in to the taxi.
4.	Verb tense	<ul style="list-style-type: none"> • Incorrect: He <i>is here</i> since June. • Correct : He has been here since June.
5.	+ Add a word	<ul style="list-style-type: none"> • Incorrect: I want ^ go to the zoo. • Correct : I want to go to the zoo.
6.	- Omit a word	<ul style="list-style-type: none"> • Incorrect: She entered <i>to</i> the university. • Correct : She entered the university.
7.	Word order	<ul style="list-style-type: none"> • Incorrect: I saw <i>five times that movie</i>. • Correct : I saw that movie five times.
8.	Incomplete sentence	<ul style="list-style-type: none"> • Incorrect: <i>I went to bed. Because I was tired.</i> • Correct : I went to bed because I was tired.
9.	Meaning not clear	<ul style="list-style-type: none"> • Incorrect: He <i>borrowed</i> some smoke. ???
10.	Run-on sentence	<ul style="list-style-type: none"> • Incorrect: <i>My roommate was sleeping, we didn't want to wake her up.</i> • Correct : My roommate was sleeping. We didn't want to wake her up.
11.	Article	<ul style="list-style-type: none"> • Incorrect: I had <i>a</i> accident. • Correct : I had an accident.
12.	Spelling	<ul style="list-style-type: none"> • Incorrect: An accident <i>occured</i>. • Correct : An accident occurred.

13.	Punctuation	<ul style="list-style-type: none"> • Incorrect: What did he <u>say</u>. • Correct : What did he say?
14.	Capitalization	<ul style="list-style-type: none"> • Incorrect: I am studying <i>english</i>. • Correct : I am studying English.

6. The Causes of Error

Understanding why students make errors is essential. Some research conducted with students learning English at different levels as a second language or foreign language reveals some causes related to error. According to Al Jayousi (2011) there are four causes of errors, first is irregularity of English, second is mother tongue interference, third is lack of knowledge of grammatical and mechanics rules and their exception, the last is performance. While, according to Banacha (2013) there are three causes of error, the first main cause is irregularities of English system, some other causes of mistakes occur as a result of linguistic differences between English and learners' first language, and other serious mistakes exist because of students' carelessness when writing.

In this study, the researcher used Brown (2007) theory that stated the three causes of error such as Interlingual Transfer, Intralingual Transfer, Content of Learning, and Carelessness. Those causes can be explained as follows:

a. Interlingual Transfer

According to Pukhet (2015), interlingual errors as the errors caused by the interference of the native language. These errors are the results

of the learners' application of the native language in their spoken or written performances of the target language. Meanwhile, Brown (2007) stated that interlingual transfer is a negative effect from mother tongue or the first language. Before the system of the second language is familiar, the native speaker is the only previous linguistic system upon which the learner can draw.

b. Intralingual Transfer

Kaweera (2013) points out intralingual errors, therefore are irrelevant to the native language interference, but led by the target language itself. In language learning process, these errors normally occur when the learners have acquired insufficient knowledge. However, according to Brown (2007) intralingual transfer (within the target language itself) is a major factor in second language learning.

c. Content of Learning

Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a text book, or even because of a pattern that was merely memorized in a drill but improperly contextualized.

d. Carelessness

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

It can be concluded that there are some factors that can cause error in the process of learning namely interlingual transfer, intralingual transfer, content learning, and carelessness.

7. Solutions to Solve Problem

According to Csernorch (2017) there are four steps about how to solve the problem:

a. Understanding the problem

The first step of solving problem was understood the problem itself. What is the unknown, what are the data, is the condition sufficient to determine the unknown. In this step, the students must understand the problem.

b. Devising a plan

The second step is devising a plan. It means that someone who want do this step should find the connection between the data and the unknown. It may be obligated to consider auxiliary problems if an immediate connection cannot be found. That should obtain eventually a plan of the solutions. It means that as a students who known the problem should has a plan to overcome the problem. For example, the students have problem in composing text in writing because lack of vocabulary, so the students should devise a plan to learn some trearments memorized some vocabularies.

c. Carrying out the plan

Carrying out the plan of the solution by checked each step. Is the plan clearly enough? Or is the plan in the correct step?. It means that if the arrangement of the plan done, next it should check it again so that the plan is well organized.

d. Examine the solution obtained

The fourth step is examining the solution. It should be checked the result of the plan of the solution. Is the solution can give positive effects? Can the solution overcome the problem itself?. For example, when students given the solution for the problem of the lack of vocabulary, in the end students can composing better in writing, so the solutions was appropriate.

In short, in the process of solving problem there are steps which can do. It consists of understanding the problem, devising a plan, carrying out the solution and examining the solution.

8. Writing

a. The Definition of Writing

Writing is one of the four skills to be mastered by the students in language learners besides speaking, reading, and listening. In writing, students should transfer their ideas and creativity. According to Harmer (2001), writing is a form of communication to deliver through or to express feelings or ideas through written form. Writing is also a way of

finding out what we know and we need to learn. Writing is also a way of learning.

Meanwhile Hourani (2008), states that writing is a difficult process in the first language and it is even more complicated to write in a foreign language. It involves using words properly, punctuating and capitalizing in appropriate ways, according to written form rules, and more. Writing is a mechanism for expressing ideas and thoughts as well as for forming experiences.

Besides that, learning how to write well is quite difficult to be mastered because writing is complex activity that requiring one to think about a number of factors simultaneously, for example, the formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience (McKay, 2008).

From the definition above, it can be concluded that writing can be said as media for students to develop their language skills because, through writing they can use their knowledge of the target language that has been learned. Writing is one of the language skill which need a physical and mental process of students to express their ideas, feelings, experience, message and opinion through word by words. Writing is one of the most difficult skill because it combines receptive skills and productive skills.

b. Aspect of Writing

According to Brown (2000), there are five aspect in writing namely content, organization, vocabulary, language and mechanics:

- 1) Content refers to substance, the experience of the main idea (unity).
Content is about treatment the subject, variety of ideas or arguments, interpretation of the topic, relevance between content and the topic and accuracy of detail.
- 2) Organization refers to the content of coherence. Meanwhile, organization is about fluency of expression, clearance of ideas, and also relates from one main idea to another main idea. So, the main ideas connect each other.
- 3) Vocabulary means select words that are suitable to the content and also accuracy of word or idiom choice and usage and appropriateness of selection to match register.
- 4) Language refers to grammar. Handling of appropriately structures, agreements, tense, number, word order, articles, pronoun, preposition and obscuration of meaning.
- 5) Mechanic refers to the use of graphic conventional of the language such as punctuation, spelling, and capitalization.

c. The Purpose of Writing

In written English language, every genres of writing has different purpose and it is different each other. Miller (2006) describes the

purpose of writing into some points. Those are will describes as follows:

a. Writing to understand experience

Writing to understand experiences in which the meaning is to find the truth that is conveniently come across the writer's mind. The purpose often leads to create a new perception.

b. Writing to report information

Writing to report information is arranged in a pattern so that readers can make sense of it.

c. Writing to explain information

Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by distinguishing them from other.

d. Writing to evaluate something

Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer also needs to assure that he/she has credentials to make judgments the subject he/she is addressing.

e. Writing to analyze images

Writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost

always instructive to some extent. As in writing to explain information, as well as in writing to evaluate something, writing an analysis helps readers to increase their understanding of the subject.

f. Writing to analyze texts.

Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze the certain text.

g. Writing to persuade others.

Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or action.

h. Writing to inspire others.

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i. Writing to amuse others.

Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity, and make the most of it.

j. Writing to experiment with form.

Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.

In short, there are many genres of writing and has differences in the purpose of it. Some of the purpose of writing is to persuade, to evaluate, to explain, to report and to understand more about the form of writing.

9. Recount Text

a. The Definition of Recount Text

According to Hyland (2009), recount is a text that tells about past experience or events. It can be based on the author's personal experience (not always factual) or historical event. It means, that recount refers to telling the story in the past event or experience, and it can be fact or not. Thus, the unique characteristics of relate material can be discovered in a collection of instances where prior occurrences are arranged chronologically. The purpose of the content is typically to provide the reader with portrayal of the event. Additionally, its most common purposes are to inform and to entertain. Moreover, recount text is one of type of texts that retells some events in the past in order to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews and speeches. Based on the clarification over, recount text is one of the text sorts that retells past events.

b. The Kinds of Recount Text

According to Hyland (2004) recount text is classified into three kinds: personal recount, factual recount and, imaginative recount. They will be explained briefly:

1) Personal Recount

A personal recount is where the writer is relating the individual event that they were included directly. It implies that the writer is effectively included within the movement of the event. The purpose of the personal recount is to inform and to entertain the reader (Hyland, 2004).

2) Factual Recount

A genuine recount may be a list of records of a certain event. It can be utilized to retell the specific occurrence or event such as an mischance report, observer, science experience, authentic events, and daily paper report. It is purposed fair to advise the reader almost what was going on within the past (Hyland, 2004).

3) Imaginative Recount

According to Hyland (2004), an creative recount retells as an creative story through the eyes of a fictional character. It implies the event that happened within the content does not happen in genuine life. It is purpose is ordinarily to engage, and it usually can be found within the reading material.

From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text retells past events chronologically.

c. Generic Structure of Recount Text

According to Council (2008), recount text has a few critical characteristics which the writer may utilize. The generic structures of recount text comprise of introduction, events, and reorientation. They will be clarified briefly:

1) Orientation

Recount starts by telling the reader who was included, what happened, where the event took put, and when it happened. Orientation gives the reader foundation data required to get it the content and the reader will recognize around scene-setting and setting of the content.

2) Events

The event is the most activity that happened within the story of the content. In writing recount text, events are requested in a chronological arrangement. Now and then, extra detail is included to the content to grant a few data for the reader.

3) Reorientation

Reorientation may be a closing articulation which will incorporate elaboration. Some recount texts moreover have a concluding passage.

In this concluding passage, the writer can donate his/her comment or explanation, but it is discretionary.

d. Language Features of Recount Text

According to Council (2008), there are some language features of recount text, as follows:

- 1) Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdote, storytelling.
- 2) A word that shows the order of events (then, next, first, afterward, just, before, that, at last, meanwhile).
- 3) The subject of a recount text to focus on individual or group participants (third person, they, all, she, he, we, etc).
- 4) A personal recount is common (the first person: I was on my way to school....we got on the bus).
- 5) Using action verbs and circumstances such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

B. Previous Studies

To conduct the research, the researcher has some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as references.

The first previous study is entitled “An Error Analysis of Recount Text Written by Natural Science and Social Science Students”. The study was conduct by Febriyanti (2022). The objectives of this research were to

describe what the types of errors were found in the recount text and to find out how the errors occurred in the recount text written by students. This research focused on the natural science and social science students's errors at eleventh grade of MAS Tahfizul Qur'an Medan. The method used in this study was descriptive qualitative research. The result of this research indicated that the natural science and social science still made errors in their recount texts. It could be seen that errors which committed by students were omission, addition, misformation and misordering. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual), Lack of students' motivation in writing with proper English grammar (carelessness), and the ways of delivering material from teacher that were not optimal for students (context of learning). From the research, the researcher conclude the similarity of this research with previous study is discussing about error analysis of the students and research design, the research design is descriptive qualitative. The difference between this study and the previous study is on the subject of the research. The research's subject above is the students of MAS Tahfizul Qur'an Medan, meanwhile this research takes students in SMK Al Islam Surakarta. In addition, the objectives of this research were to describe what the types of errors were found in the recount text and to find out how the errors occurred in the recount text written by students. But, in

the research also to find the solutions to overcome the errors found in the recount text written by the students.

The second, international journal from Khan (2017). The title is "Error Analysis in English Writing". The purpose of this study is to explore the common errors made by the Saudi students of Jazan University. The instrument used for this study was students' paragraphs written in English language in the answer scripts of final examination. All the errors were identified and the most common errors found were: verb tense and form, subject-verb agreement, word order, prepositions, articles, auxiliaries and spellings. The data revealed that the Saudi students commit different types of errors, and most of these errors were due to intralingual transfer than the interlingual. From the research, the researcher conclude the similarity of this research with previous study is about analysis of error of the students and research design. The research design is qualitative research. The difference between both studies, the previous study is about subject of the research. The research above is the students of Jazan University, meanwhile this research takes students in SMK Al Islam Surakarta. In addition, the differences is on the technique to collecting data. The previous study use documentation to collecting data, meanwhile this researcher use documentation and interview to collecting data.

The third, international journal from Al-Oudat (2017). The title is "Speling Errors in English Writing Committed by English-Major Students at BAU". This study aims at investigating spelling errors committed by

English-Major students at BAU. This research uses descriptive qualitative research. The participants in the present study were 65 students. The participants' essays in "technical writing" course were used to be the data of the study. The results of the study show four types of spelling errors, substitution errors, insertion errors, omission errors and transposition errors. In addition, results indicate that the difference between English and Arabic writing system is one of the major causes for students' errors. From the research, the researcher conclude the similarity of this research with previous study is about analysis of error of the students writing and research design. The difference between both studies, the previous study focuses on spelling errors in writing. Meanwhile, in this research, focuses on analysis grammatical and mechanic errors in writing recount text. in addition, the research above is the students of BAU University, meanwhile this research takes students in SMK Al Islam Surakarta.

The fourth previous study is entitled "An Error Analysis in Writing Descriptive Text at One Private School of Sintang". The study was conduct by Elisa et al (2022). This research aims to classify the kinds of errors found in the student's writing descriptive text, recognize the most common errors found, and describe the factors that cause the students to make errors. The method used was qualitative research. The subject of this research is the 20 writing descriptive texts of the students in class X. The instruments of data collection were the students' worksheets and interview guidelines. The finding showed, there were four types of errors found in

the students' writing products. They were classified as 20.8% errors of omission, 4% errors of addition, 73,2% errors of misinformation, and 2% errors of misordering. From the research, the researcher conclude the similarity of this research with previous study is discussing about error analysis of the students and research design, the research design is descriptive qualitative. The difference between this study and the previous study is the previous study use descriptive text on the analysis of error, meanwhile in this research use recount text on the analysis of error. In addition, the subject of the research. The research's subject above is the students of SMA Nusantara Indah, meanwhile this research takes students in SMK Al Islam Surakarta.

Table 2.12 The Previous Studies

No	Previous Study	Similarities	Differences
1.	“An Error Analysis of Recount Text Written by Natural Science and Social Science Students”. The study was conduct by Febriyanti (2022).	The similarity of this research with previous study is discussing about error analysis of the students and research design, the research design is descriptive qualitative.	The difference between this study and the previous study is on the subject of the research. The research's subject above is the students of MAS Tahfizul Qur'an Medan, meanwhile this research takes students in SMK Al Islam Surakarta. In addition,

			<p>the objectives of this research were to describe what the types of errors were found in the recount text and to find out how the errors occurred in the recount text written by students. But, in the research also to find the solutions to overcome the errors found in the recount text written by the students.</p>
2.	<p>International Journal that was conducted by Khan (2017). The title is "Error Analysis in English Writing".</p>	<p>the similarity of this research with previous study is about analysis of error of the students and research design. The research design is qualitative research.</p>	<p>The difference between both studies, the previous study is about subject of the research. The research above is the students of Jazan University, meanwhile this research takes students in SMK Al Islam Surakarta. In addition, the differences is on the technique to collecting data. The previous study use documentation to</p>

			collecting data, meanwhile this researcher use documentation and interview to collecting data.
3.	International Journal from Al-Oudat (2017). The title is “Speling Errors in English Writing Committed by English-Major Students at BAU”.	The similarity of this research with previous study is about analysis of error of the students writing and research design.	The difference between both studies, the previous study focuses on spelling errors in writing. Meanwhile, in this research, focuses on analysis grammatical and mechanic errors in writing recount text. in addition, the research above is the students of BAU University, meanwhile this research takes students in SMK Al Islam Surakarta.
4.	A journal article entitled “An Error Analysis in Writing Descriptive Text at One Private School of Sintang”. The	The similarity of this research with previous study is discussing about error analysis of the students and	The difference between this study and the previous study is the previous study use descriptive text on the analysis of error,

	study was conduct by Elisa et al (2022).	research design	meanwhile in this research use recount text on the analysis of error. In addition, the subject of the research. The research's subject above is the students of SMA Nusantara Indah, meanwhile this research takes students in SMK Al Islam Surakarta.
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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive qualitative research. Based on Kumar (2011), descriptive qualitative is the research that can be carried out in four objective such as describe situation, problem, issues and phenomenon. According to Atmowardoyo (2018), descriptive qualitative involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. Descriptive research report what has happened or what is happening.

Creswell (2012), stated that qualitative research could be a implied exploring and understanding the meaning people or bunches as describe to a social or human issue. Based on Levin, et al., (2018), qualitative research produces the type of qualitative data set are from fewer sources than quantitative research but rich and more detail on each source. Qualitative research is concerned with qualitative phenomenon which is related to human behavior.

Based on the several experts' opinions above, it can be concluded that descriptive qualitative research is research conducted by describing situations, problems, phenomena and issues occur when conducting research that produce the data in the form of word and the expression of experience form each source. In short, descriptive research used to explain something occurs

to be analyzed. This research was conducted by descriptive qualitative design. It focused on finding the information about the types of errors, error that most frequently occur, causes of errors in writing recount text, and the solutions to overcome the error in writing recount text at the tenth grade class of SMK Al Islam Surakarta.

B. Research Setting

1. Place of the research

The research was conducted in SMK Al Islam Surakarta which is located at Jl. Honggowongso No. 28A, Sriwedari, Kecamatan Laweyan, Kota Surakarta, Jawa Tengah 57141. The data confirms that SMK Al Islam Surakarta has 21 rooms which consists of 8 Classrooms, 1 Principal's room, 1 Living room, 2 Teacher's room, 1 School health service room, 1 Library, 1 mosque, 2 computer room, 2 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), Spiritual (Rohis), Scout (Pramuka). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal. The research was conducted at the tenth grade students' of SMK Al Islam Surakarta in the academic year 2022/2023.

2. Time of the research

From October 2022 to May 2023, researcher worked on this project for several months. The research timeline is as follows:

Table 3.1 Timeline of Research

Activities	Month							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Title submission	■							
Pre-research		■						
Writing proposal			■					
Consultation and guidance			■					
Proposal seminar				■				
Conduct the research on the field					■			
Collecting and analyzing data						■		
Writing chapter IV-V						■	■	
Report the research								■

C. Research Subject

The subject of this research was the tenth grade students of SMK Al Islam Surakarta. There were three classes at the tenth grade of SMK Al Islam Surakarta, they are X TKJ (*Teknik Komputer dan Jaringan*) 1, X TKJ (*Teknik Komputer dan Jaringan*) 2 and X TJA (*Teknik Jaringan dan Akses*). The research only took one class of tenth grade students as the subject of the research. The researcher did the study in the X TKJ (*Teknik Komputer dan Jaringan*) 2 as the subject of this research, there are consist of 24 students. The reason the researcher chose this class is based on the researcher interview with the teacher show that students of class TKJ (*Teknik Komputer dan*

Jaringan) 2 have abilities to write recount texts based their own experiences to be analyzed by the researcher.

The researcher choosing writing recount text as the object of the research, because recount text was usually given by the teacher as a writing activity in second semester.

D. Data and Source of the Data

Data is something that is used for analysis. The data obtained or collected by the researcher directly from the source. The data of this research was data about students' writing product. The data of this study were some error formation of recount text which written by students. The data took in class in the tenth grade of TKJ (*Teknik Komputer dan Jaringan*) 2. The students' writing product in the class were copied by the researcher. Then, it was analyzed as a source of this study.

According to Arikunto (2006), the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation. The source of the data was the documentation of students' error writing product. In this research, data was obtained by collecting students' error when they write recount text. It took from daily assignment. This daily assignment was students' writing product in recount writing which was copied by the researcher. Informants of this research was the tenth grade students. It was in order to add some general information about students' error, the frequency of

error, the cause of students' error, and the solutions to overcome the students' error.

E. Research Instrument

In qualitative research, the researcher was the key instrument (Ravitch & Carl, 2019). The researcher is the instrument in this study and the collector of the data at once. The documentation and interview were used in definite function to endorse the researcher's task as instrument. In which the researcher determines the research focus, select informant as data source, collect data, analyzes data, interprets data, and draw conclusions based on this research.

F. Technique of Collecting Data

Data collecting techniques in this research consist of documentation and interview, as follows:

1. Documentation

In this research used documentation data as data collection. Documentation data is every written forms data (Moleong, 2016). In this research, the researcher took the main data from the students' worksheets of writing recount text from class X *TKJ (Teknik Komputer dan Jaringan)* 2 of SMK Al Islam Surakarta in the academic year 2022/2023. The researcher took 24 students' worksheet. The researcher collected the students writing tasks of writing recount text subject. The length of the text written task was adequate and the time was sufficient, and it was with the English teacher's permission before.

2. Interview

Sugiyono (2010) states that the interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meeting about a particular topic. In this research, the researcher interviewed the students of X TKJ (*Teknik Komputer dan Jaringan*) 2 in SMK Al Islam Surakarta. In this study, the interview was concerning with the causes of error and the solutions to overcome of error. It was used to answer what are students' difficulties which become the causes of students' errors in writing recount text and solutions to overcome of students' error in writing recount text.

G. The Trustworthiness of Data

In qualitative research, there was a common technique that was usually used to increase the research data validity. This technique was called Triangulation. According to Cresswell (2012), triangulation is the process of strengthening the data from each different source, the type of data or the data collection method used in qualitative research descriptions or themes. Triangulation can be used by researcher to establish and check the validity in studies.

In this research, the researcher used investigator triangulation to check the validity of data. According to Cohen (2007), investigator triangulation is the use of more than one investigator, observer, researcher, or data analyst in a study. The data findings reviewed and discussed to other people who are

experts in the field concerned. In this research, the researcher asked the expert to reviewed and rechecked the data which have been analyzed by the researcher. The data findings were reviewed and discussed with the lecturer of UIN Raden Mas Said Surakarta, Mr. Dwi Cahyono, M.Pd. The lecturer reviewed and rechecked the data which have been analyzed by the researcher. Then, if the data was validated by the expert, the findings were described and discussed in the research report.

H. Techniques of Analyzing the Data

In analyzing the data, the researcher uses some steps as Milles, Huberman and Saldana (2014). The following steps to conduct an error analysis research are as follows:

1. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up fields notes or transcriptions according to needed standard criteria. They further point out that the data reduction is varied in several ways, such as through selection, summary or paraphrase and being subsume in larger pattern. After collecting the data, the researcher continued the study by selecting and simplifying the data.

2. Data display

After reducing the data, the researcher organized and managed the data so they be able to analyzed. The researcher analyzed the errors that were made by students in writing recount text by using Betty Scrampers

Azars' theory. The function of these types of data display is to perform accessible, compact and organized information of the data. The researcher gave the code to make the classification of data analysis in every data.

In this research to have an easier way to analyzing data, the researcher gives some codes of each datum. According to Miles and Huberman (1994) codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. The codes that will be used for coding the datum are:

1. The use of letter St followed number 1-24. St1 means that the datum is student 1.
2. The numeral 1, 2, 3, 4..... are used for the datum number of sentence. For example, 1 for datum number first sentence, 2 for the datum number second sentence, etc.
3. The numeral (1), (2), (3), (4)..... are used for the datum number of error. For example, (1) for datum number singular-plural error, (2) for datum word form error, etc.

Here is the example to read to coding data:

St1/1(2) means that the student 1 produces error in word form and the number of sentence is 1. St5/2(1) means that student 5 produces error in singular-plural and the number of sentence is 2.

3. Conclusion and verification

After the data displayed, then the researcher would able to interpret it and reach conclusions and verifications. Derived from the data

displayed in tables, the next step conducted by the researcher is describing and interpreting the data so that the conclusion and verifications of the error analysis in writing recount text made by the students can be drawn.

In analyzing the data, the researcher used quality method of Sudijono (2018), the percentage of the errors. The researcher used for the formula as follow:

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

Which are:

P= Percentage number

F= Frequency of error

N= Number of case

Based on the formula above, the research utilized the ungroup data recurrence distribution table to list the frequencies of errors.

Table 3.2 Relative Frequency Distribution Table

No	Types of Errors	Number of Error Occurs	Relative Frequency (Percentage)
1.	Singular-plural		
2.	Word form		
3.	Word choice		
4.	Verb tense		
5.	+ Add a word		

6.	- Omit a word		
7.	Word order		
8.	Incomplete sentence		
9.	Meaning not clear		
10.	Run-on sentence		
11.	Article		
12.	Spelling		
13.	Punctuation		
14.	Capitalization		
Total			

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In the research findings, the researcher presents the result of the research based on documentation of error analysis and interview to the students of tenth grade of SMK Al Islam Surakarta in academic year 2022/2023 concerning with the causes of errors and the solutions to overcome the error on grammar and mechanics in writing recount text. The findings of this research were taken from the analysis of recount text from 24 students of X TKJ (*Teknik Komputer dan Jaringan*) 1 in SMK Al Islam Surakarta. To show the result of the researcher clearly, those findings are categorized based on the research question follow:

1. Types of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023

The researcher conducted research for two days. The researcher took the data from the students' worksheets of writing recount text from class X *TKJ (Teknik Komputer dan Jaringan)* 2 of SMK Al Islam Surakarta in the academic year 2022/2023 by using test on the first day. The researcher took 24 students' worksheet. In this part the writer found that there were 344 total errors, based on the Azar's theory, the writer clasified the error into singular-plural, word form, word choice, verb

tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. This table below is the recapitulation of the students' recount text writing errors.

Table 4.1 Types of Students' Errors in Writing Recount Text

The Students	The Types of Errors														Total
	Singular-Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Incomplete	Spelling	Punctuation	Capitalization	Article	Meaning not	Run-On Sentence	
St1	0	6	3	5	3	1	0	2	4	2	0	0	1	0	27
St2	0	1	2	5	0	1	0	0	4	5	1	0	0	0	19
St3	0	0	2	3	1	0	0	0	2	1	0	1	0	0	10
St4	0	0	0	0	0	1	0	0	2	2	2	0	0	0	7
St5	2	1	0	4	1	2	0	0	6	3	3	0	0	0	22
St6	0	1	1	1	0	1	0	0	2	0	0	0	0	0	7
St7	0	0	3	1	0	3	2	0	3	4	3	0	0	0	19
St8	0	1	3	2	2	1	0	0	2	3	0	1	1	0	16
St9	1	0	0	2	3	0	0	0	1	1	0	0	0	0	8
St10	0	1	3	2	3	3	0	0	0	2	3	0	0	0	18
St11	1	0	3	3	2	1	5	0	2	1	1	0	0	1	20
St12	0	3	4	3	3	3	1	0	0	1	0	1	0	0	19
St13	0	2	0	0	1	1	3	0	0	0	0	1	0	0	8
St14	1	3	2	4	3	3	2	1	3	2	2	0	2	1	29

St15	1	2	0	7	2	1	1	0	1	2	0	0	1	0	18
St16	0	1	0	0	0	0	0	0	2	2	2	0	0	0	7
St17	2	1	1	0	0	0	0	2	0	0	0	0	2	0	7
St18	0	1	2	1	2	0	2	0	3	1	1	0	0	0	13
St19	1	1	2	4	2	0	0	0	0	2	1	1	0	0	14
St20	0	0	1	1	0	0	0	0	5	2	0	0	0	0	9
St21	0	0	2	3	0	0	1	0	2	1	2	0	0	0	11
St22	1	0	2	3	3	1	0	0	0	4	2	0	0	0	17
St23	0	0	0	0	0	1	0	1	2	3	0	0	0	0	7
St24	0	0	0	2	0	0	0	0	6	1	2	0	0	1	12
Total	10	25	36	57	31	24	17	6	49	45	25	5	7	3	344

a. Singular-Plural

The students made 10 singular-plural error. It is caused by interlingual transfer which in Indonesian language is not available singular-plural noun. It differs from English which the singular and plural nouns are different divided into uncountable and countable plural noun, and regular and irregular plural noun.

This is the example of singular-plural error in **St22/3(7)** “*I see many elephant with their own activities.*” That should be “*I saw many elephants with their own activities.*” Because, the pronoun ‘their’ is plural, which does not agree with the singular noun ‘elephant’, it should be with the plural noun ‘elephants’.

Another example of singular-plural error in **St5/3(13)** “*We saw many ¹³tourist and we take a picture together.*” It should be “*We saw many tourists and we took a picture together.*” Because, the noun ‘tourist’ is used in the singular form instead of the correct plural form ‘tourists’. Since the subject ‘we’ implies multiple individuals, the corresponding noun should also be in plural form.

The third in **St17/1(2)** “*It has a big garden with color ²flower and a small pool fish.*” It should be “*It has a big garden with colorful flowers and a small fish pool.*” The word ‘flower’ is in the singular form, while the rest of the sentence suggests a plural context.

b. Word Form

The students made 25 word form error. The caused is intralingual transfer because the students generalized the rule that it’s not correct to apply to other word class. It occurred because the students haven’t mastered the rule yet.

For example of this error in **St1/4(10)** “*I ¹⁰direct in the bus.*” That it should be “*I was directly on the bus.*” Because in this context, ‘direct’ is used as an adjective, but it should be used as an adverb to describe the action of being inside a vehicle like a bus. The correct word to use would be ‘directly’.

The second example is in **St12/5(11)** “*Because I late woke up in the morning, I went ¹¹quick to my school and forgot to button my skirt.*” Is the incorrect use of word form adjective. In this context, the

correct form of the adjective should be ‘quickly’, which is the adverb form. Adverb is used to modify verb, indicating the manner of an action. Therefore, the corrected sentence would be “*Because I late woke up in the morning, I went quickly to my school and forgot to button my skirt.*”

c. Word Choice

The students made 36 word choice errors. The researcher thinks that the errors are caused by interlingual transfer. It may occur when the students didn’t know the appropriate word to compose in the paragraph because they translated the Indonesian language into English directly and it becomes error. Intralingual transfer also can be the cause of this error. The students generalize one rule because they have not mastered yet the knowledge.

An example sentence in **St8/2(4)** “*At that time, we focused ⁴to study football.*” That should be “*At that time, we focused on studying football.*” Because the word ‘to’ is used incorrectly in the sentence. When expressing the purpose or intention of an action, we use the preposition ‘on’ instead of ‘to’. In this case, ‘on’ is used to indicate the specific area or topic that was the focus of the study.

Another example is in **St12/9(19)** “*I will never forget that ¹⁹shy moment in my life.*” The word ‘shy’ typically describes a person who is reserved or hesitant in social situations. However, in the context, it is more appropriate to use a different adjective that better captures the

intended meaning of the moment. The corrected sentence would be “*I will never forget that **embarrassing** moment in my life.*”

The third example is in **St18/3(5)** “*After ⁵**it**, we were sleping.*” Is the lack of clarity or specificity. The word ‘it’ is a pronoun that typically refers to a specific noun mentioned earlier. The corrected sentence would be “*After **that**, we were sleping.*”

d. Verb tense

Verb tense has 57 errors. Verb doesn’t have to change from the present to past or future and in English verb needs to change from the present to past or future to express the tense. Especially for the past verb which is divided into regular and irregular verb is confusing enough for the students because it is not available in Indonesian language. Sometimes it happened when students have learnt a rule of grammar and they apply it the rule for all other rules and this source of error called intralingual transfer.

The example in **St24/7(11)** “*I told the police what ¹¹**happen**.*” That should be “*I told the police what **happened**.*” The sentence contains an error in verb tense. Instead of using the present tense form ‘happen’, the past tense form ‘happened’ should be used to match the past tense verb ‘told’. The verb tenses should be consistent to accurately convey the sequence of events in the past.

The other example in **St3/2(5)** “*Usually I ⁵**go** to my grandmother’s house.*” That should be “*Usually, I **went** to my grandmother’s*

house.” The sentence error because in a recount text, which typically describes past events, the appropriate verb tense to use would be the simple past tense. The verb ‘go’ is changed to past tense form ‘went’ to indicate that the action occurred in the past.

e. Add a Word

The students made 31 add a word error. The example of the error in **St14/5(18)** “*Next we went ¹⁸ buy souvenirs.*” That should be “*Next we went to buy souvenirs.*” The verb ‘went’ should be followed by the preposition ‘to’ to indicate the purpose or destination of the action.

The other example is in **St19/6(10)** “*Suddenly the car ¹⁰ out of gasoline and stop in the parking area Pasir Putih beach.*” Is the incorrect verb form. The sentence it should be “*Suddenly the car was out of gasoline and stop in the parking area Pasir Putih beach.*” The students can be influenced by their mother tongue language and it becomes error.

f. Omit a Word

Omit a word has 24 errors. The example of this error in **St10/3(16)** “*After ¹⁶ that swimming, we to eat, and after that, we go home.*” That should be “*After swimming, we went to eat, and after that, we went home.*” intralingual transfer is the source of omit a word error. The students wrote the word that didn’t need in the sentence. It happened because the students had over-generalization and it turned to be error.

The second example is in **St23/2(3)** “*On Sunday my friend and I went to ³the Telaga Sarangan.*” When referring to a specific place or location, the definite article ‘the’ is usually used. However, based on the context of the sentence it is not necessary to use the definite article ‘the’ before proper noun. The corrected sentence would be “*On Sunday my friend and I went to Telaga Sarangan.*”

g. Word Order

The students made 17 word order errors. The example in **St13/3(5)** “*It was getting darker and colder, so we built ⁵a fire camp.*” That should be “*It was getting darker and colder, so we built a campfire.*” Because in English different pattern in Indonesian language. The error caused the students used Indonesian language to transfer their sentence into English and it doesn’t appropriate with English rule therefore it becomes error.

Another example in **St7/1(1)** “*Last weekend, ¹I and my friends went camping to gunung kidul, jogjakarta.*” When referring to oneself along with others, it is customary in English to use the pronoun ‘I’ after mentioning the other person or people. In this case, ‘I’ should come after ‘my friend’. The corrected sentence would be “*Last weekend, ¹I and my friends went camping to Gunung Kidul, Jogjakarta.*”

h. Incomplete Sentence

The students made 6 incomplete sentence error. The example in **St23/4(7)** “*The scenery was very interesting along winding road.* ⁷*After we felt satisfied.*” That should be “*The scenery was very interesting along winding road. We were satisfied.*” The next in **St1/1(1)** “*One day, ¹ever my age five year.*” that should be “*One day, when I was five years old.*” This sentence is incomplete, the students didn’t know how to write the proper words to interpret their intention and then they tried to write everything on their mind based on their version and this strategy becomes error.

i. Spelling

The students made 49 spelling error. The example in **St24/1(1)** “*A car hit a ¹motorcyle from behind.*” That should be “*A car hit a motorcycle from behind.*” The spelling of word ‘motorcyle’ error because omit a word ‘c’ after letter ‘y’.

The second example is in **St2/3(10)** “*Finally, I ¹⁰sleept in the car seat.*” The word ‘sleept’ misspelling because included double letter in a word that ought to be single letter. The corrected sentence that would be “*Finally, I slept in the car seat.*”

The third example in **St5/2(12)** “*on the way, we could see some beautiful view of forest and ¹²water fall.*” The word ‘water_fall’ misspelling because include a word that include splitting that should

be without space. The corrected sentence is “*On the way, we could see some beautiful views of forest and **waterfall**.*”

English is a language which has different in spoken and written, when the student listen or talk in English they don't think of the spelling but when they have to write a paragraph they approximate the spelling and unfortunately their strategy to approximate sometimes can be an error.

j. Punctuation

The students made 45 punctuation error. The example sentence in **St24/8(12)** “*After that, I went home because it was already dark ^{12^}” that should be “*After that, I went home because it was already dark.*” This error happened because it does not have punctuation in the last sentence.*

The next example in **St7/3(8)** “*In the night ^{8^} we held a fire camp.*” That should be “*In that night, we held a fire camp.*” This error happened because not using coma after word of “night”. The students didn't pay attention to use the correct punctuation because perhaps the students didn't realize yet the importance punctuation in writing.

k. Capitalization

The students made 25 capitalization error. The example in the sentence of **St18/1(1)** “*Last weekend, I and my friends went camping to ²gunung kidul, Jogjakarta.*” That should be “*Last weekend, I and*

my friends went camping to Gunung Kidul, Jogjakarta.” This sentence error because the first letter of proper noun must be capitalized “Gunung Kidul”. capitalization error occurred because the students didn’t capitalize the letter properly.

The next example in **St22/2(4)** “⁴after we arrived at the zoo, first we walked down to the elephant cage.” This sentence error because not capitalizing the first letter of “after”. The corrected sentence that would be “**After** we arrived at the zoo, first, we walked down to the elephant cage.”

l. Article

The students made 5 article error. The example in **St13/2(4)** “*We reached the camping ground after we walked for about one and ⁴a hour from the parking lot.*” That it should be “*We reached the camping ground after we walked for about one and an hour from the parking lot.*” This sentence error because ‘hour’ is pronounced vocal letter. The second example in **St12/2(2)** “*Five years ago, I had ²a experience I cannot forget until today.*” That should be “*Five years ago, I had ²an experience I cannot forget until today.*” This sentence error because ‘Experience’ is a vocal letter.

m. Meaning Not Clear

The students made 7 meaning not clear. The example in **St8/11(15)** “*When I started to kick the ball, my stupid friend opened my trouser.*”
¹⁵**Everyone saw my it was opened.**” The meaning of this sentence is

not clear, but the writer predicts the possible correct sentence based on the context of the story is “*When I started to kick the ball, my stupid friend took off my trouser. **Everyone saw my trousers were taken off.***”

The other example in **St14/2(8)** “.....we ⁸past pause under the trees and luch.” The meaning of this sentence is not clear, but the writer predicts the possible correct sentence based on the context of the story is “.....we **stopped** under the trees and ate lunch.

n. Run-on Sentence

This kind of error occurs when two sentences are incorrectly connected. The end of one sentence and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. Based on the data analysis, the writer found that there are 3 run-on sentence errors in the texts. The example in **St24/2(3)** “*The driver could not control his car because it didn’t stop after the accident ³^ it even ran faster and disappeared.*” The sentence is incorrect because it has no punctuation or connector. However, the sentence is supposed to be like this “*The driver could not control his car because it didn’t stop after the accident. It even ran faster and disappeared.*”

The next example in **St14/7(20)** “*After buying some souvenirs ²⁰^ we went for a walk.*” The sentence is incorrect because it has no punctuation. However, the sentence is supposed to be like this “*After buying some souvenirs, we went for a walk.*”

Based on types of error that found, the researcher describe the most errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023. The error that most frequently happened in students writing recount text at tenth grade students of TKJ (*Teknik Komputer dan Jaringan*) 2 as seen in table 4.2. From the data analysis it can be gained the highest frequency of spelling error's types. In table 4.2 classified the occurrence of each errors types from the highest to the lowest rank.

Table 4.2 Relative Frequency Distribution Table

No	Types of Errors	Number of Error Occurs	Relative Frequency (Percentage)
1.	Verb tense	57	16.56%
2.	Spelling	49	14.24%
3.	Punctuation	45	13.08%
4.	Word choice	36	10.46%
5.	+ Add a word	31	9.01%
6.	Word form	25	7.26%
7.	Capitalization	25	7.26%
8.	- Omit a word	24	6.97%
9.	Word order	17	4.94%
10.	Singular-Plural	10	2.90%
11.	Meaning not clear	7	2.03%
12.	Incomplete sentence	6	1.74%

13.	Article	5	1.45%
14.	Run-on sentence	3	0.87%
Total of Errors		344	100%

The table shows percentages of each error based on the types from Azar's theories. The researcher found that error of *verb tense* is the most frequent error made by the tenth grade student of TKJ (Teknik Komputer dan Jaringan) 1 at SMK Al Islam Surakarta with 57 total of errors or 16.56%. The second is *spelling error* with 49 of total error or 14.24%. The third is *punctuation* with 45 of total error or 13.08%. The next is *word choice* with 36 of total error or 10.46%. The fifth *add a word* with 31 of total error or 9.01%. Then *word form* with 25 of total error or 7.26%. The seventh is *capitalization* with 25 of total error or 7.26% and next is *omit a word* with 24 of total error or 6.97% and then is *word order* with 17 of total error or 4.94%. Next *singular-plural* with 10 of total error or 2.90%. Then *meaning not clear* with 7 of total error or 2.03%. The next is *incomplete sentence* with 6 of total error or 1.74%. Then *article* with 5 of total error or 1.45%. The last is *run-on sentence* with 3 of total error or 0.87%.

2. The causes of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023

The researcher did interview with the students from class X *TKJ (Teknik Komputer dan Jaringan)* 2 of SMK Al Islam Surakarta in the academic year 2022/2023 on the second day to found the causes of errors found in the recount text. There were several causes that arouse when students wrote recount text. They were intralingual transfer, interlingual transfer, context of learning, and carelessness. This classification is according to Brown (2007).

a. Intralingual Transfer

Intralingual transfer is the major source causing errors, because most students still don't understand grammar which must be used in writing recount text. When students acquired a new rule of a language, they must save the data on their mind. However, if they failed applying the rule due to their lack in target language, an error will occur. It is evident from the transcript interview with students:

St1 :

“Saya masih bingung karena kurang paham dalam menerapkan tenses bahasa Inggris, kayak past tense gitu.”

St2 :

“Saya gak ngerti tentang grammar, kosa kata saya juga masih sedikit.”

St5 :

*“Saya masih **minim vocabulary** mbak, jadi nulisnya sesuai yang saya tahu aja.”*

St8 :

*“Karena saya **tidak tahu arti bahasa Inggrisnya**, jadi saya tulis apa adanya saja.”*

St12 :

*“**Kurangnya pemahaman grammar** dan juga kosakata bahasa inggris.”*

St14 :

*“Saya masih bingung karena **kurangnya pemahaman dalam menerapkan tenses bahasa inggris.**”*

Based on students' statement, intralingual interference occurred because students didn't master second language that has been learned.

b. Interlingual Transfer

Another cause of error is interlingual. Interlingual transfer occurred when the students are influenced by the first language in using the target language. It's commonly happened for the foreign learners when they learn second language or foreign language, the interference of first language involved in language learning process. It is evident from the transcript interview with students:

St1 :

*“Kalau yang salah nulis ejaan itu karena **pengucapannya sama tulisannya itu hampir sama**, saya kira kalau pengucapan dan tulisannya sama saja ternyata salah.”*

St7 :

*“Saya **masih terpengaruh bahasa Indonesia** dalam menyusun kalimat, saya sering berpedoman artinya ke bahasa Indonesia.”*

St11 :

*“Karena **pengucapannya sama**, saya kira **kalau suaranya sama artinya juga sama saja**.”*

It can be concluded that the students made errors because its influenced by their learner's first language.

c. Context of Learning

Context of learning can be caused by the teacher, textbook material, or the student itself. Sometimes, the teacher mislead explanation improperly contextualized based on the textbook when he/she explains the pattern in the classroom or the textbook itself gives hardly comprehensible explanation for the students, and may be the students have misperception of teacher's explanation from the materials given that leads them to make the error. It can be seen below:

St5 :

“Saya tidak mengerti ketika guru menjelaskan tentang materi tersebut, karena materinya membingungkan.”

St10 :

“Saya gak bisa memahami materi mbak, karena yang dijelasin kurang. Mungkin karena gurunya terlalu cepat dalam menjelaskan.”

St22 :

“Penjelasan materi yang diberikan kurang yang penting ngerjain dan ngumpulin.”

Based on the interview above, students stated that their teacher had presented the topic but the teachers’ delivering style was too plain and bored so that they didn’t understand it.

d. Carelessness

The last, carelessness was caused by motivation of students so that they made errors in writing. In this case, the students were not aware of rechecking their task. It can be seen in below:

St2 :

“Saya tidak mengecek kembali tulisan saya, karena saya merasa malas dan merasa itu sudah benar.”

St19 :

“Saya tidak hati-hati dan juga kurang memperhatikan tulisan saya.”

Based on statements above, they were hurry in accomplishing their writing. They also didn't have rechecked again their writing, so it caused errors. The main factor of carelessness is lack of students' motivation in writing with proper English grammar.

3. The solutions to overcome the errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023

The researcher did interview with the students from class X *TKJ (Teknik Komputer dan Jaringan) 2* of SMK Al Islam Surakarta in the academic year 2022/2023 on the second day to found the solutions to overcome the errors found in the recount text. Every problem should have its solution. This solutions is according to Csernorch (2017). In this case, the researcher also did interview with the students to describe the solutions to overcome the error produced by the students.

a. Understanding the Problem

In this step, the students must understand the problem. What is the unknown, what are the data, is the condition sufficient to determine the unknown. It is evident from the transcript interview with students:

St1 :

“Tanya guru dan tanya teman yang udah bisa mbak, kemudian nanti saya akan mengetahui bagian mana yang salah atau yang saya tidak pahami.”

St19 :

“Saya mengecek tulisan saya kembali sehingga saya dapat mengetahui tulisan yang salah atau typo.”

St5 :

“Saya membaca tulisan saya kembali sebelum dikumpulkan secara teliti dan sering-sering membaca buku tentang materi yang belum saya pahami.”

b. Devising a Plan

Students who know the problem should have a plan to overcome the problem. It is evident from the transcript interview with students.

St10 :

“Saya akan lebih berhati-hati dalam tata bahasa dan penggunaan tanda baca, dan juga akan memeriksa kembali tulisan saya sebelum dikumpulkan.”

St11 :

“Saya akan menggunakan alat bantu seperti kamus untuk mengecek kata-kata dan kalimat saya agar tidak ada yang salah lagi, karena selama ini saya jarang sekali memakai kamus.”

St15 :

“Saya akan mengoreksi kembali penggunaan kata hubung dan juga bertanya tata bahasa yang tepat kepada teman yang sudah bisa.”

c. Carrying out the Plan

Students carry out the plans that have been designed to be able to correct wrong writing and get an explanation of the material. It is evident from the transcript interview with students:

St2 :

“Tanya guru, kemudian mendapat penjelasan lebih dalam dan umpan balik dari guru saya tentang kesalahan yang saya buat. Kemudian saya dapat memperbaiki tulisan saya.”

St5 :

“Saya membaca tulisan saya kembali sebelum dikumpulkan secara teliti dan sering-sering membaca buku tentang materi yang belum saya pahami.”

St7 :

“Saya biasanya menonton materi-materi di youtube untuk meningkatkan kemampuan saya.”

St8 :

“Saya mengikuti les bahasa Inggris di tempat saya biar bisa meningkatkan kemampuan dalam grammar dan bekal di masa depan juga.”

Based on the statement from the students above, the researcher concluded that the students have some solutions to overcome the errors produced by the students in writing recount text. One of them was ask the

teacher and friends, so that later they explained again about the material and difficult parts that make students make errors in writing. It is a good solution, because the teacher plays an important role in the student learning process.

B. Discussion

In this part, the discussion covering the interpretation of findings derived from the analyzing result about the types of error, the causes of error, and the solutions to overcome the errors found in the recount text written by the tenth grade students of X TKJ (Teknik Komputer dan Jaringan) 2 SMK Al Islam Surakarta.

1. Types of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023

Based on research finding, the researcher found errors in writing of recount text made by the tenth grade of TKJ (*Teknik Komputer dan Jaringan*) 2 of SMK Al Islam Surakarta in the academic year 2022/2023. The errors made by students was support the theory from Azar (2009) were found in the students' recount texts. The fourteen types are respectively singular-plural with 10 of total error or 2.90%, word form with 25 of total error or 7.26%, word choice with 36 of total error or 10.46%, verb tense with 57 of total error or 16.56%, add a word with 31 of total error or 9.01%, omit a word with 24 of total error or 6.97%, word order with 17 of total error or 4.94%, incomplete sentence with 6 of total

error or 1.74%, spelling with 49 of total error or 14.24%, punctuation with 45 of total error or 13.08%, capitalization with 25 of total error or 7.26%, article with 5 of total error or 1.45%, meaning not clear with 7 of total error or 2.03% and run-on sentence with 3 of total error or 0.87%. It meant in this research, the writer found all types in Azar's theory types.

The three most common types of errors out of those fourteen types in the students recount texts are verb tense, spelling, and punctuation. The first one is found 57 total of errors or 16.56%. Verb tense indicates the relationship between an action or state of being and the passage of time (Stanley et al, 2014). The students mostly performed these errors due to the misuse of verbs in the texts. Since the recount text talks about past experience, the students must use past tense in the texts such as *go* instead of *went*, *cry* instead of *cried*, *take* instead of *took*, etc. Both of those verbs are not regular verbs, so adding the suffix “-ed” to the verb is not the correct way to change it into a past form. “go” and “take” are irregular verbs that do not follow the rules of regular verbs (verb + ed) to change into a past form. The words error because in a recount text, which typically describes past events, the appropriate verb tense to use would be the simple past tense. Tense is important because people use it to signal when the activities happen. Guntari (2011) says that the proper use of tenses makes it possible for the speakers of English to recognize whether an action or an event occurs at the time at, during, or over the time denoted by a verb change. The verb tenses should be consistent to

accurately convey the sequence of events in the past. In other words, most of the teaching and learning process can influence the learners to made errors or not. They made the same errors when it comes to verb changes from present to past. The researcher assumed that the students have not understood well about the past tense which becomes the main features in recount text.

The following type of error is spelling. This error appeared 49 of total error or 14.24% of the overall number. Spelling was important in writing. This error occurs when the learners write an incorrect word in the sentence. It is in line with the research conducted by Iswara (2015) stated that spelling words correctly is important in writing and the spelling errors are mostly committed by students by using a recount text as a medium to gain the spelling error words. This kind of error happened when the students misspelling words in writing such as *beutiful* instead of *beautiful*, *senery* instead of *scenery* and *grand_mother* instead of *grandmother*, etc. English is a language which has different in spoken and written, when the student listen or talk in English they don't think of the spelling but when they have to write a paragraph they approximate the spelling and unfortunately their strategy to approximate sometimes can be an error. The error that caused by context of learning can be happened from the students themselves or the teacher. Probably the teacher ever gave a wrong spelling or the students don't look carefully the English word they learn, so the write incorrect spelling.

The next type of error is punctuation, with 45 of total error or 13.08%. Humaira (2018) claiming that using punctuation is considered as an important aspect in productive writing, and this study found that the students still made many errors in using punctuation such as period, addition, omission and comma. Most of them didn't pay attention to use the correct punctuation because perhaps the students didn't realize yet the importance punctuation in writing. Therefore, they sometimes missed and misused punctuation or even ignored to use it. Based on the result of interview, the reasons students have dominant to produce it because students are more pay attention to the indicators of writing like verb or grammar and the appropriate vocabulary, so they ignore the use of proper mechanic especially punctuation.

The lowest errors are 3 or 0.87% run-on sentence errors. Based on the data analysis, the writer found that there are 3 run-on sentence errors in the texts. The writer assumes that the major of this error is context of learning. The students didn't pay attention to the coherence of sentence they wrote. Therefore they ignore how to connect one sentence to the other sentences correctly and it produced run-on sentence error.

This is related in a similar way, Febriyanti (2022) this similarity is due to the fact that this study and previous research use the same instrument, that is, the test of writing. The differences from the results of previous study, the types of errors that often appeared and made by the students were spelling error. Meanwhile in this research verb tense is the

most type error that occur in students writing recount text. In contrast, Sari (2019) the results of the dominant error are not the same as in this study, since previous studies used the error classification according to surface strategy taxonomy proposes by Dulay et al. (1982) meanwhile this research used classification of errors according to theory of Azar (2009).

2. The causes of errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023

In addition to the types of errors, the researcher also identified the causes of students' errors that occurred when writing a recount text based on theory of Brown (2007). The findings were carried out through interviews with students regarding related these problems. It was concluded that students tend to make errors because of intralingual transfer, the students also had perspectives on the intralingual transfer as the causes of errors. They were unable to understand the meaning, lack of vocabulary, also lack of target language, and the causes were confused, lack of understanding, also Indonesian words. It relates to the statement of Sarifuddin and Alawiyah (2019) saying that students experienced errors such as omissions, additions and missing misformation.

Interlingual transfer is a significant source of error. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. In these early stages, before the system of the second language is familiar, the

native language is the only previous linguistic system upon which the learner can draw. It included the types of errors such as omit a word, add a word, word order, and spelling. Brown (2007) stated that interlingual transfer is a negative effect from mother tongue or the first language. Before the system of the second language is familiar, the native speaker is the only previous linguistic system upon which the learner can draw. The source of this error is due to the learning context and also to the mother tongue. The students' rule context is not yet complete, causing them to miss certain words or verbs in the sentence. In Indonesian, the verb transforms from present to past or future tense is not available. It is very different from English, where each verb has a different pattern to explain the tense that occurs. In addition, verbs form the past tense verb are divided into regular and irregular forms and are sometimes confusing for the learner.

The next causes of error is context of learning, most students were unable to understand the materials that had been submitted. Causes the errors were because the teachers' explanation was not detailed, even only limited to text without explanation and the material was difficult to understand. Most students were unable to understand the materials that had been submitted. Causes the errors were because the teachers' explanation was not detailed, even only limited to text without explanation and the material was difficult to understand. It is related with the statement of Pardo (2006) that not all teachers are able to understand the context of

their teaching, what they think is best for their students, not necessarily the students also understand. Student often makes some errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill, but improperly contextualized. included the types of errors such as capitalization and punctuation. The last is carelessness, it is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the materials and/or the style of presentation do not suit him.

The most causes of error is intralingual transfer, because most students still don't understand grammar and rule of English language, so if they failed applying the rule due to their lack in target language, an error will occur. the students generalized the rule that it's not correct to apply to other word class. It occurred because the students haven't mastered the rule yet. When students who learnt a rule of target language but they haven't mastered it yet and they applied it in the new rule, it is called intralingual transfer. This supports the statement of Kaweera (2013) suggesting that writing errors is assumed as inadequate acquisition of the target language and rely on the structures of their own native language. Therefore the students had incorrect sentence structure because they generalized one rule to others.

The learner must follow the proper English rules in order to produce writing. They must adhere to all written guidelines in order to

become accustomed to using correct English language. Errors will cause writing to be ineffective and the message is not conveyed properly by the reader. So, thoroughness and understanding of grammatical writing is needed to produce well-structured writing.

This is linked to a previous study. In contrast to Sari (2019), in her research she did not examine the causes of errors. Meanwhile is related in a similar way, Febriyanti (2022) found that the dominant causes of error is intralingual transfer, she also used Brown's theory.

3. The solutions to overcome the errors found in the recount text written by the students at the tenth grade of SMK Al Islam Surakarta in the academic year of 2022/2023

Furthermore, based on the result of interview with the students there were solutions to overcome the errors based on theory of Csernorch (2017). Such as the students checked their writing before submitting it, so students are able to know what errors they have made, then they ask to the teacher or friends. After that the teacher will give explanation deeper about the error and material in their writing so that they can revise their writing. The students re-check vocabulary that they write in text using online or offline dictionary, so it can be decrease error on spelling and word choice. In the future of learning, the students will take additional lessons and additional solution some of them will learn from YouTube or other media to be able to reduce errors in their writing. In contrast to

Febriyanti (2022) and Sari (2019) where their research did not examine the solutions of error.

Students of SMK Al Islam Surakarta especially the tenth grade students thought that they had participated actively in the teaching learning process. They also felt recount text was easy to learn, but they did not understand well the language features of this text. When the teacher asked them to make recount text, they just wrote about their experiences in the past. They did not pay attention about their grammatical sentences when they wrote. It was possible to happen since they were still beginners in learning English. Besides, they did not practice much at home. The teacher probably did not give them many examples and exercises. Nevertheless, some of students did not hesitate to ask their teacher directly when they faced the difficulties.

In previous research, Febriyanti (2022) conducted her research that was purposed to detect, to identify, and to analyze the analysis errors done by the students in their written text, and to find the reasons why the students make errors in their writing. This current research is similar to this research because this research also aimed at analyzing error made by the students. Previous researcher conducted her research of SMA Negeri 1 Cigudeg Bogor found that the most dominant or the highest errors was occurred in spelling error with the percentage 45%. Meanwhile, the result of this research showed that the highest errors made by the students of SMK Al Islam Surakarta were verb tense with the percentage 16.56%.

Shortly, in the current research, error in spelling was more dominant than errors in verb tense while in this research, error in subject verb tense was more dominant rather than error in spelling.

Previous studies support this study according to which all types of errors according to Azar (2009) are included in writing errors although there are several previous studies that did not examine any of the points studied by the researcher. The aim of the researcher to compare the results of this study with the results of several previous studies is to prove that this type of error is indeed the type of error that is often made by students, especially senior high school students in writing. In addition to the lack of knowledge of students in writing, this is also related to ineffective teaching, lack of motivation, and teaching skills. So that this research can help researchers and future readers to develop research on students' errors in writing recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the obtaining data student's answer sheets focused on the types of error made by the tenth grade students of X TKJ (Teknik Komputer dan Jaringan) 2 in SMK Al Islam Surakarta in their writing recount text. The researcher would like to state some conclusions as follow:

1. The researcher concluded that the grade X TKJ (Teknik Komputer dan Jaringan) 2 students of SMK Al Islam Surakarta 2022/2023 still made a lot of errors on grammatical and mechanics of writing skill in their recount text. There were some types of errors based on Betty S. Azar namely *verb tense* is the most frequent error made by the tenth grade student of TKJ (Teknik Komputer dan Jaringan) 1 at SMK Al Islam Surakarta with 57 total of errors or 16.56%. The second is *spelling error* with 49 of total error or 14.24%. The third is *punctuation* with 45 of total error or 13.08%. The next is *word choice* with 36 of total error or 10.46%. The fifth *add a word* with 31 of total error or 9.01%. Then *word form* with 25 of total error or 7.26%. The seventh is *capitalization* with 25 of total error or 7.26% and next is *omit a word* with 24 of total error or 6.97% and then is *word order* with 17 of total error or 4.94%. Next *singular-plural* with 10 of total error or 2.90%. Then *meaning not clear* with 7 of total error or 2.03%. The next is *incomplete sentence* with 6 of

total error or 1.74%. Then *article* with 5 of total error or 1.45%. The last is *run-on sentence* with 3 of total error or 0.87%.

2. The causes of errors that occurred in the recount text written by grade X TKJ (Teknik Komputer dan Jaringan) 2 students were interlingual transfer, intralingual transfer, context of learning and carelessness.
3. The solutions from the students to overcome the errors, they checked their writing, ask to the teacher or friends. After that the teacher will give explanation deeper, the students re-check vocabulary, in the future of learning, the students will take additional lessons and some of them will learn from YouTube or other media to be able to reduce errors in their writing.

B. Suggestion

Based on the results, the researcher want to provide some suggestions for students in improving their grammar structure abilities and future English teacher in teaching learning activities.

1. Students

In the teaching learning activities, students must pay attention and be motivated by the teacher's explanations. They should utilize the time as much as possible to develop their knowledge about grammar skill in English and do all practices to get better in writing a text.

2. Teachers

Teacher should choose and apply the appropriate teaching method, so that the teaching learning activities will become fun and not bored.

They have to be more communicative and interactive to students such as giving feedback, so the students will be easy to understand.

3. For the other researchers

For the other researcher who wants to conducted the same research that the present research discuss about error in writing. It would be better to observe the other object, other language skills, the other type of text and compare with another theory of errors analysis.

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APPENDICES

APPENDIX I

THE STUDENTS ATTENDANCE

Kelas : X TKJ 2

No	No Induk	Nama Siswa	L/P
1	000949	Allam Nur Mahdy	L
2	000985	Brilliant Ahmad Noer Islami	L
3	000953	Daffa Fadlur Rohman	L
4	000986	Faris Dhiyaullaq	L
5	000955	Fathan Septian Ramadan	L
6	000958	Haidar Ali Al-Majid	L
7	000959	Ibras Fajar Denianto	L
8	000960	Ilham Eko Cahyono	L
9	000965	Muhamad Pasya Putra Islami	L
10	000967	Muhammad Fahrell Ajie Saputra	L
11	000968	Muhammad Faiz Arkan Ramadhan	L
12	000969	Muhammad Fahkri Ar-Rijal	L
13	000975	Nurudin Hanif Afif	L
14	000976	Syeikh Ahmad Rafly	L
15	000978	Amalia Az Zahra	P
16	000979	Kaila Lexa Putri Saini	P
17	000980	Linda Ussy Saputri	P
18	000981	Putri Rachma Dhani	P
19	000987	Shalsabila Az Zahra	P
20	000982	Urfah Zakiyah	P
21	000983	Yesi Mawardita	P
22	000940	Khalil Athallah Anhiera	L
23	000941	Naufal Akbar Rabbani	L
24	000942	Yoga Azka Nugraha	L

APPENDIX 2

INSTRUMENT OF THE RESEARCH

Test of Making Recount Text

Name :

Student Number :

Choose one of topics below and make a recount text based on the topic you choose. You should include orientation, events, and reorientation in your text!

- a. Your unforgettable or special moment

- b. Holiday

The Guidelines of Interview for Students

Questions

1. Apa yang kamu ketahui tentang recount text? Jelaskan secara singkat.
2. Apakah kamu tahu generic structure dari recount text? Sebutkan.
3. Apakah kamu tahu language features dari recount text?
4. Apakah kamu sudah mengerjakan menulis recount text dengan baik?
5. Apa kesulitan yang kamu hadapi saat menulis recount text?
6. Apa penyebab kamu melakukan kesalahan saat menulis recount text?
7. Bagaimana solusi kamu mengatasi masalah tersebut?
8. Apakah solusi tersebut berhasil dalam mengatasi masalah tersebut?

APPENDIX 3

STUDENTS' WORKSHEET OF WRITING RECOUNT TEXT

M. Fahrri, Ar. Ryai.

No. 8

Date

PLAYING FOOTBALL

One day, I was trained football with my friends in the field. At that time, we focused to study football. After we studied, we practice to kick a penalty. First my friend kicked the ball and the ball enter to the goal. After that was my turn to kick the ball. When I started to kick the ball, my stupid friend opened my trouser and everyone saw my it was appened. Until today, I can forget that moment that was so shy in my life.

- | | |
|----------------|-----------------------|
| 1. Omit a word | 12. Punctuation |
| 2. Article | 13. Add a word |
| 3. Word choice | 14. Word choice |
| 4. Word form | 15. Meaning not clear |
| 5. Spelling | 16. Word choice. |
| 6. Verb Tense | |
| 7. Spelling | |
| 8. Punctuation | |
| 9. Punctuation | |
| 10. Verb Tense | |
| 11. Add a word | |

VISION

PUTRI RACHMA D.
X. 2

(17)

No. 06 / 23 Kamis -
Date / 01

Tour to Malang.

On Sunday 9th ⁽¹⁾ Maret, I and my family ⁽²⁾ went the Malang we ⁽³⁾ walked down and got on the bus. ⁽⁴⁾ after I and my family ⁽⁵⁾ I arrived ⁽⁶⁾ at the abodas. We past ⁽⁷⁾ pause ⁽⁸⁾ under the trees and ⁽⁹⁾ lunch. and my mother read us some of the Information. ⁽¹⁰⁾ Next ⁽¹¹⁾ we ⁽¹²⁾ go swimming. We looked ⁽¹³⁾ at all the lovely flowers and animals as ⁽¹⁴⁾ orchid, rabbit, ⁽¹⁵⁾ butterfly, And we took some pictures. Next ⁽¹⁶⁾ we go ⁽¹⁷⁾ buy ⁽¹⁸⁾ Souvenir, I buy ⁽¹⁹⁾ bag, ring, cap, apple, pineapple, pear. After some ⁽²⁰⁾ souvenirs ⁽²¹⁾ we went to for a walk and ⁽²²⁾ how much to meet new friend she is Lisa name. ⁽²³⁾ Some after we had ⁽²⁴⁾ walk ⁽²⁵⁾ and to ⁽²⁶⁾ look ⁽²⁷⁾ for ⁽²⁸⁾ souvenirs, we ⁽²⁹⁾ want back ⁽³⁰⁾ the bus ⁽³¹⁾ And we to ⁽³²⁾ come back to ⁽³³⁾ Solo. We all were happy.

- | | | |
|----------------------|-----------------------|-----------------------|
| 1. Spelling | 11. Punctuation | 21. Meaning not clear |
| 2. Word order | 12. Verb Tense | 22. Word choice |
| 3. Capitalization | 13. Word form | 23. Word form |
| 4. Word order | 14. Omit a word | 24. Omit a word |
| 5. Word choice | 15. Singular - plural | 25. Word form |
| 6. Omit a word | 16. Punctuation | 26. Spelling |
| 7. Capitalization | 17. Verb Tense | 27. Add a word |
| 8. Meaning not clear | 18. Add a word | 28. Incomplete sen |
| 9. Add a word | 19. Verb Tense | 29. Verb tense |
| 10. Spelling | 20. Run-on sentence | |

VISION

hardar an X II, II

My Lovely Home

Last holiday is an unforgettable holiday for me. Usually I go to my grand mother's house. But, yesterday I enjoyed my holiday in my home. First day at home, I my brother and mother did jogging around my village. We took a picture because the scenery is so beautiful.

When we did jogging, we saw a big lake near the farm. So, we decided to go there. We were so surprised with the lake so beautiful. That was my holiday. I never forget always remember that day.

1. Verb tense
2. Article
3. Spelling
4. Punctuation
5. Verb tense
6. Word choice
7. spelling
8. Verb tense
9. Word choice
10. Add a word.

NAME: Nur Fauziah A
X II

Camping in the beach

Last weekend, I and my friends went camping to mountain kidul, Jogjakarta. We do the camp near a small river. In the night we held a fire camp. We song together and enjoy the fire camp. After it we were sleeping. We wake up before subuh pray to saw the sunrise. Its very beautiful. Then we went to home in the morning before saw the sunrise.

1. Word order
2. Capitalization
3. Punctuation
4. Word order
5. Word choice
6. spelling
7. Word form
8. Spelling
9. Add a word
10. Word choice
11. Spelling
12. Add a word.

Urfah dzakiyah.
x2.

(16)

No. 06 / 23

Date / 09

Holiday

Last week was a holiday. I visited my grandmother. she ¹lived in ²karanganyar. I ³took a ⁴picture of the lake. Then I bought some sovenirs. I enjoyed it very much. On ⁵Monday I went to ⁶Remuning with my sister. She and I took it by car. The scenery was very interesting along winding road. After we ⁷felt satisfied. On Tuesday I stayed at home. I helped my grandma. I watered her garden and washed the plates and glasses. After that I cleaned the floor, on Wednesday I went home. Though I was tired, it was fun.

1- Word form

2- Capitalization

3- Punctuation

4- Spelling

5- Punctuation

6- Capitalization

7- Spelling

VISION

APPENDIX 4

The Error of Students' Writing Recount Text

Student 1

No	Error	Type of error	Explanation	Revision	Discussion
St1/1	One day, ¹ <u>ever my age</u> ² <u>five year</u> , my family ³ <u>go</u> to village in Yogyakarta.	1. Incomplete sentence	1. Incomplete sentence “ever my age five year”.	One day, <i>when I was five years old</i> , my family <i>went</i> to village in Yogyakarta.	This sentence has 2 errors. Those are incomplete sentence and verb tense. Those errors happened because the student is lack of English mastery.
		2. Verb tense	2. Incorrect verb of past tense “go”. It should be “went”.		
St1/2	I checked the goods that I brought, and my bag ³ <u>who</u> ⁴ <u>contain</u> blouse and my trousers was left.	3. Word choice	3. Incorrect word choice “who”.	I checked the goods that I brought, and my bag <i>which contained</i> blouse and my trousers was left.	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student did not understand between who and which, and grammar rules.
		4. Verb tense	4. Incorrect verb of past tense “contain”.		
St1/3	I ⁵ <u>direct</u> ⁶ <u>go</u> home ⁷ <u>finish</u> to ⁸ <u>tag</u> my bag.	5. Word form	5. incorrect word form “direct”, instead of “directly”.	I <i>directly went</i> home to <i>take</i> my bag.	This sentence has 4 errors. Those are word form, verb tense, omit a word, and

		6. Verb tense	6. Incorrect verb of past tense “go”.		spelling. Those errors happened because the student haven’t mastered the rule of word class, grammar rules, and difference between spoken and written in spelling.
		7. Omit a word	7. Omitting a word “finish”.		
		8. Spelling	8. Misspelling in a word “tag”.		
St1/4	I ⁹ <u>^</u> ¹⁰ <u>direct</u> ¹¹ <u>in</u> the bus.	9. Add a word	9. Add a word “was”.	I <i>was directly on</i> the bus.	This sentence has 3 errors. Those are add a word, word form, and word choice. Those errors happened because the students haven’t mastered the rule of word class , and they didn’t know the appropriate word to compose in the sentence because they translated the indonesian language into English directly.
		10. Word form	10. Incorrect word form “direct”.		
		11. Word choice	11. Incorrect word choice “in”.		

St1/5	At 3 o'clock p.m., I arrived in village ¹² <u>^</u> and I ¹³ <u>direct</u> ¹⁴ <u>go</u> to my ¹⁵ <u>grand mother</u> ¹⁶ <u>home</u> .	12. Punctuation	12. It does not have punctuation	At 3 o'clock p.m., I arrived in village, and I <i>directly went</i> to my <i>grandmother's house</i> .	This sentence has 5 errors. Those errors happened because the student didn't pay attention to use the correct punctuation and spelling. The student is also lack of English mastery, so the errors occurred.
		13. Word form	13. Incorrect word form "direct".		
		14. Verb tense	14. Incorrect verb of past tense "go".		
		15. Spelling	15. Misspelling in a word "grand_mother".		
		16. Word choice	16. Incorrect word choice "home".		
St1/6	¹⁷ <u>Finish</u> ¹⁸ <u>shack hand</u> with my ¹⁹ <u>grand mother</u> , I ²⁰ <u>direct</u> asked her to give eat a cow.	17. Word form	17. Incorrect word form "finish".	<i>Finished shaking hand</i> with my <i>grandmother, directly</i> I asked her to give eat a cow.	This sentence has 4 errors. Those errors happened because the student haven't mastered the rule of word class and they confused because spelling in
		18. Word form	18. Incorrect word form "shack hand".		
		19. Spelling	19. Misspelling "grand_mother".		

		20. Word form	20. Incorect word form “direct”.		pronunciation and writing is different.
St1/7	I ^{18^} afraid, ^{19^} I ^{20^} <u>cry</u> for ^{21^} <u>sick</u> ^{22^} <u>arraid</u> ^{23^}	21. Add a word	21. Adding a word “was”.	I <i>was</i> afraid, <i>then</i> I <i>cried</i> for I <i>was</i> very afraid.	This sentence has 6 errors. Those errors happened because the student did not understand grammar rules, lack of vocabulary, and they didn’t know the English meaning.
		22. Add a word	22. Adding a word “then”.		
		23. Verb tense	23. Incorrect verb of past tense “cry”.		
		24. Meaning not clear	24. The meaning of sentence doesn’t not clear.		
		25. Incomplete sentence	25. The sentence is incomplete		
		26. Spelling	26. Misspelling “arraid”.		
		27. Punctuation	27. It does not have puctuation in the end of sentence.		

Student 2

No	Error	Type of error	Explanation	Revision	Discussion
St2/1	It was a daylight ¹ ^ and the sun was ² <u>ealy</u> thirsty because we ³ <u>forget</u> to bring ⁴ <u>drink</u> .	1. Punctuation	1. It does not have punctuation.	It was a daylight, and the sun was <i>early</i> thirsty because we <i>forgot</i> to bring <i>beverages</i> .	This sentence has 4 errors. Those errors happened because the student did not understand grammar rules, lack of vocabulary, and carelessness about punctuation and spelling.
		2. Spelling	2. Misspelling a word “ealy”.		
		3. Verb tense	3. Incorrect verb of past tense “forget”.		
		4. Word choice	4. Incorrect word choice “drink”.		
St2/2	So ⁵ ^ we ⁵ <u>stop</u> ⁶ <u>to</u> the ⁷ <u>monomarket</u> to ⁸ <u>bought</u> water.	5. Punctuation	5. It does not punctuation.	So, we <i>stopped at</i> the <i>minimarket</i> to <i>buy</i> water.	This sentence has 5 errors. Those are word choice and verb tense. Those errors happened because the student did not understand grammar rules especially past tense and lack of vocabulary.
		6. Verb tense	6. Incorrect verb of past tense of “stop”.		
		7. Word choice	7. Incorrect word choice “to”.		
		8. Spelling	8. Misspelling a word of “monomarket”.		

		9. Word form	9. Incorrect word form “bought”.		
St2/3	Finally, I ¹⁰ <u>slept</u> in the car seat.	10. Spelling	10. Misspelling in a word “slept”.	Finally, I <i>slept</i> in the car seat.	This sentence has 1 error. Those are spelling. The error happened because the student confused about the difference between written and spoken English.
St2/4	I ¹¹ <u>do</u> not feel we ¹² <u>have</u> arrived at the ¹³ <u>siung</u> beach.	11. Verb tense	11. Incorrect verb of past tense “do”.	I <i>did</i> not feel we <i>had</i> arrived at the <i>Siung</i> beach.	This sentence has 3 errors. Those are verb tense and capitalization. The error happened because the student did not understand grammar rules especially past tense and they didn't capitalize the letter properly.
		12. Verb tense	12. Incorrect verb of past tense “have”.		
		13. Capitalization	13. Not capitalizing the first letter word name of place “siung”.		
St2/5	The ¹⁴ <u>senery</u> ¹⁵ <u>is</u> very beautiful ¹⁶ <u>^</u> and I was very happy.	14. Spelling	14. Misspelling in a word “senery”.	The <i>scenery was</i> very beautiful, and I was very happy.	This sentence has 3 errors. Those are spelling, verb tense, and punctuation.
		15. Verb tense	15. Incorrect verb tense “is”.		

		16. Punctuation	16. It does not have punctuation coma		The errors happened because the student confused about the difference between written and spoken English, did not understand grammar rules, and carelessness.
St2/6	After it ¹⁷ ^ we ¹⁸ <u>want</u> returned to the home at 1 ¹⁹ <u>pm.</u>	17. Punctuation	17. It does not have punctuation coma.	After it, we returned to the home at 1 p.m.	This sentence has 3 errors. Those errors happened because the students didn't realize yet the importance punctuation in writing and they had over-generalization and it turned to be error.
		18. Omit a word	18. Omitting a word "want".		
		19. Punctuation	19. It does not have punctuation.		

Student 3

No	Error	Type of error	Explanation	Revision	Discussion
St3/1	Last holiday ¹ <u>is</u> ² <u>a</u> ³ <u>unforetable</u> holiday for me.	1. Verb tense	1. Incorrect verb of past tense "is".	Last holiday <i>was an unforgettable</i> holiday for me.	This sentence has 3 errors. Those errors happened because the students lack
		2. Article	2. Incorrect article of "a".		

		3. Spelling	3. Misspelling in a word “unforettable”.		of English mastery.
St3/2	Usually ⁴ ^ I ⁵ go to my grandmother’s house.	4. Punctuation	4. It does not have punctuation coma.	Usually, I <i>went</i> to my grandmother’s house.	This sentence has 2 errors. Those errors happened because the students carelessness and they did not understand grammar rules.
		5. Verb tense	5. Incorrect verb of past tense in a word “go”.		
St3/3	We took a picture because the scenery ⁶ to ⁷ biautiful .	6. Word choice	6. Incorrect of word choice “to”.	We took a picture because the scenery <i>was beautiful</i> .	This sentence has 2 errors. Those errors happened because the students have not mastered the knowledge.
		7. Spelling	7. Misspelling of a word “biautiful”.		
St3/4	We were so ⁸ suprise ⁹ with the lake ¹⁰ ^ so beautiful.	8. Verb tense	8. Incorrect verb of past tense “suprise”.	We were so <i>surprised</i> that the lake <i>is</i> so beautiful.	This sentence has 3 errors. Those errors happened because the students lack of English mastery, grammar rules, and influenced by their mother tongue language but instead the strategy is not
		9. Word choice	9. Incorrect of word choice “with”.		
		10. Add a word	10. Adding a word “is”.		

					appropriate and it becomes error.
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Student 4

No	Error	Type of error	Explanation	Revision	Discussion
St4/1	On Sunday, my ¹ <u>grand</u> <u>ma</u> and I went to ² <u>the</u> ³ <u>borobudur</u> .	1. Spelling	1. Misspelling caused without space “grand ma”.	On Sunday, my <i>grandmother</i> and I went to <i>Borobudur</i> .	This sentence has 3 errors. Those errors happened because the students carelessness and lack of English mastery,
		2. Omit a word	2. Omitting a word “the”.		
		3. Capitalization	3. Not capitalizing proper noun “borobudur”.		
St4/2	On ⁴ <u>monday</u> ⁵ <u>^</u> I went to Malioboro with my uncle.	4. Capitalization	4. Not capitalizing proper noun “monday”.	On <i>Monday</i> , I went to Malioboro with my uncle.	This sentence has 2 errors. Those errors happened because the students carelessness and lack of English mastery,
		5. Punctuation	5. It does not have punctuation coma.		
St4/3	On ⁶ <u>Wenesday</u> ⁷ <u>^</u> I went home.	6. Spelling	6. Misspelling in a word “Wenesday”.	On <i>Wednesday</i> , I went home.	This sentence has 2 errors. The errors happened

		7. Punctuation	7. It does not have punctuation coma.		because the student confused about the difference between written and spoken English and they didn't realize yet the importance punctuation in writing.
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Student 5

No	Error	Types of error	Explanation	Revision	Discussion
St5/1	Last week ^{1^} I spent my holiday in ^{2^} <u>magelang</u> ^{3^} ^{4^} ^{5^} <u>go</u> to ^{6^} <u>borobudur</u> ^{7^} <u>teample</u> to ^{8^} <u>spent</u> my holiday.	1. Punctuation	1. It does not have punctuation coma.	Last week, I spent my holiday in <i>Magelang</i> <i>and</i> went to <i>Borobudur temple</i> to <i>spend</i> my holiday.	This sentence has 8 errors. Those errors happened because the student lack of English mastery and did not understand grammar rules.
		2. Capitalization	2. Not capitalizing the first letter word name of place "magelang".		
		3. Punctuation	3. It does not punctuation. Should be coma in the sentence.		

		4. Add a word	4. Adding word “and”.		
		5. Verb tense	5. Incorrect verb of past tense “go”.		
		6. Capitalization	6. Not capitalizing the first letter word name of place “borobudur”.		
		7. Spelling	7. Misspelling in a word of “teample”.		
		8. Word form	8. Incorrect word form “spent”.		
St5/2	⁹ <u>on</u> the way, we could see some ¹⁰ <u>beutiful</u> ¹¹ <u>view</u> of forest and ¹² <u>water fall</u> .	9. Capitalization	9. Not capitalizing the first letter word “on”.	<i>On</i> the way, we could see some <i>beautiful</i> <i>views</i> of forest and <i>waterfall</i> .	This sentence has 4 errors. Those errors happened because the student lack of knowledge in English mastery.
		10. Spelling	10. Misspelling in a word “beutiful”.		
		11. Singular-plural	11. The word should be plural		

		12. Spelling	12. Misspelling in a word “water_fall”		
St5/3	We saw many ¹³ <u>tourist</u> and we ¹⁴ <u>take</u> a picture together.	13. Singular-plural	13. The word should be plural.	We saw many <i>tourist</i> and we <i>took</i> a picture together.	This sentence has 3 errors. Those errors happened because the student confused about the difference between written and spoken English, lack of knowledge in English mastery, and did understand grammar rules.
		14. Verb tense	14. Incorrect verb tense “take”.		
St5/4	We ¹⁵ <u>and my family</u> ¹⁶ <u>leave</u> it at 22.30 in the evening. ¹⁷ <u>Although</u> I ¹⁸ <u>am</u> tired ¹⁹ <u>but</u> ²⁰ <u>I</u> was very ²¹ <u>hapy</u> .	15. Omit a word	15. Omitting words of “and my family”.	We <i>left</i> it at 22.30 in the evening. <i>Although</i> I <i>was</i> tired, I was very <i>happy</i> .	This sentence has 7 errors. Those error happened because the student lack of English mastery.
		16. Verb tense	16. Incorrect verb od past tense “leave”.		
		17. Spelling	17. Misspelling in a word “atthough”.		
		18. Verb tense	18. Incorrect verb tense of to be “am”.		
		19. Omit a word	19. Omitting a word “but”.		

		20.Punctuation	20. It does not have punctuation.		
		21.Spelling	21. Misspelling in a word “hapy”.		

Student 6

No	Error	Type of error	Explanation	Revision	Discussion
St6/1	One day, I ¹ <u>was</u> trained football with my friends in ² <u>the</u> field.	1. Omit a word 2. Article	1. Omitting a word “was”. 2. Incorrect article “the”.	One day, I trained football with my friends in <i>a</i> field.	This sentence has 2 errors. Those errors happened because the student lack English mastery.
St6/2	At that time, we focused ³ <i>to</i> ⁴ <i>study</i> football.	3. Word choice	3. Incorrect word choice of a word “to”.	At that time, we focused <i>on studying</i> football.	This sentence has 2 errors. Those errors happened because the student have

		4. Word form	4. Incorrect word form “study”.		not mastered knowledge, and they did understand word class.
St6/3	After we ⁵ <i>studyed</i> , we ⁶ <i>practice</i> to kick a ⁷ <i>pinalty</i> .	5. Spelling	5. Misspelling in a word “studyed”.	After we <i>studied</i> , we <i>practiced</i> to kick a <i>penalty</i> .	This sentence has 3 errors. Those errors happened because the student influenced by mother tongue and also did understand grammar rules.
		6. Verb tense	6. Incorrect verb tense “practice”.		
		7. Spelling	7. Misspelling in a word “pinalty”.		

Student 7

No	Error	Type of error	Explanation	Revision	Discussion
St7/1	Last weekend, ¹ <i>I and my friends</i> went camping to ² <i>gunung kidul</i> , ³ <i>jogjakarta</i> .	1. Word order	1. Incorrect word order “I and my friends”.	Last weekend, my friends and I went camping to <i>Gunung Kidul, Jogjakarta</i> .	This sentence has 3 errors. those errors happened because the students used Indonesian language to transfer their sentence into
		2. Capitalization	2. Not capitalizing the first letter word name of place “gunung kidul”.		

		3. Capitalization	3. Not capitalizing the first letter word name of place “jogjakarta”.		English and carelessness about capital letter.
St7/2	We ⁴ <u>do</u> ⁵ <u>the</u> ⁶ <u>camp</u> near a small river.	4. Omit a word	4. Ommiting a word of “do”.	We camped near a small river.	This sentence has 3 errors. Those errors happened because lack of English mastery and grammar rules.
		5. Omit a word	5. Ommiting a word of “the”.		
		6. Verb tense	6. Incorrect verb tense of “camp”.		
St7/3	In ⁷ <u>the</u> night ⁸ <u>^</u> we held a fire camp.	7. Word choice	7. Incorrect word choice “the”	In <i>that</i> night, we held a fire camp.	This sentence has 2 errors. Those errors happened because the student lack of vocabulary and lack of practice in writing.
		8. Punctuation	8. Not using coma after word of “night”.		
St7/4	We ⁶ <u>song</u> together and enjoy the ⁷ <u>fire camp</u> .	9. Word choice 10. Word order	9. Incorrect word choice “song”. 10. Incorrect word order of “fire camp”.	We <i>sang</i> together and enjoy the <i>camp fire</i> .	This sentence has 2 errors. Those errors happened because the student interference from the first language.
St7/5	¹¹ <u>After</u> it ¹² <u>^</u> we were ¹³ <u>sleping</u> .	11. Spelling	11. Misspelling in a word of “after”.	<i>After</i> it, we were <i>sleeping</i> .	This sentence has 2 errors. Those errors happened because the student carelessness.
		12. punctuation	12. It does not have punctuation coma.		

		13. Spelling	13. Misspelling in a word of "sleping".		
St7/6	¹⁴ <u>Its</u> very beautiful.	14. Word choice	14. Incorect word choice of "its".	<i>It was</i> very beautiful.	This sentence has 1 error. those error happened because the student lack of English mastery.
St7/7	¹⁵ <u>then</u> ¹⁶ <u>^</u> we ¹⁷ <u>whent</u> ¹⁸ <u>to</u> home in the morning before saw the sunrise ¹⁹ <u>^</u> <u>—</u>	15. Capitalization	15. It does not use capitalization in the first sentence.	<i>Then,</i> we <i>went to</i> home in the morning before saw the sunrise.	This sentence has 5 errors. Those errors happened because the student lack of English mastery.
		16. Punctuation	16. It does have punctuation coma after a word "then".		
		17. Spelling	17. Misspelling in a word of "whent".		
		18. Omit a word	18. Omitting a word of "to".		
		19. Punctuation	19. Not having punctuation in the end of sentence.		

Student 8

No	Error	Type of error	Explanation	Revision	Discussion
St8/1	One day, I ¹ <u>was</u> trained football with my friends in ² <u>the</u> field.	1. Omit a word	1. Omitting a word of “was”.	One day, I trained football with my friends in <i>a</i> field.	This sentence has 2 errors. Those errors happened because the student lack of grammar rules.
		2. Article	2. Incorrect article “the”.		
St8/2	At that time, we focused ³ to ⁴ <u>study</u> football.	3. Word choice	3. Incorrect word choice of “to”.	At that time, we focused <i>on studying</i> football.	This sentence has 2 errors. Those errors happened because the student translated the Indonesian language into English directly and grammar rules.
		4. Word form	4. Incorrect word form “study”.		
St8/3	After we ⁵ <u>studyed</u> , we ⁶ <u>practice</u> to kick a ⁷ <u>pinalty</u> .	5. Spelling	5. Misspelling in a word of “studyed”.	After we <i>studied</i> , we <i>practiced</i> to kick a <i>penalty</i> .	This sentence has 2 errors. Those errors happened because the student confused spelling in spoken and writing different and grammar rules.
		6. Verb tense	6. Incorrect verb of past tense “practice”.		
		7. Spelling	7. Misspelling in a word of “pinalty”.		

St8/4	First ^{8^} my friend kicked the ball ^{9^} and the ball ¹⁰ <i>enter</i> to the goal ^{11^} .	8. Punctuation	8. It does not have punctuation after a word of “first”.	First, my friend kicked the ball, and the ball <i>entered</i> to the goal <i>post</i> .	This sentence has 4 errors. Those errors happened because the student lack of English mastery.
		9. Punctuation	9. It does not have punctuation after a word of “ball”.		
		10. Verb tense	10. Incorrect verb of past tense “enter”.		
		11. Add a word	11. Adding a word “post”.		
St8/10	After that ^{12^} ^{13^} was my turn to kick the ball.	12.Punctuation	12. It does not have punctuation.	After that, <i>it</i> was my turn to kick the ball.	This sentence has 2 errors. Those errors happened because the student carelessness, and also they influenced by their mother tongue.
		13.Add a word	13. Adding a word “it”.		
St8/11	When I started to kick the ball, my stupid friend ¹⁴ <i>opened</i> my trouser. ¹⁵ <i>Everyone saw my it was opened.</i>	14.Word choice	14. Incorrect word choice “opened”.	When I started to kick the ball, my stupid friend <i>took off</i> my trouser. <i>Everyone saw my trousers were taken off.</i>	This sentence has 2 errors. Those errors happened because the student did not understand grammar rules, and they used inappropriate word to express their feeling.
		15.Meaning not clear	15. Meaning not clear in the sentence.		

St8/12	Until today, I can't forget that moment. That was so ¹⁶ <u>shy</u> in my life.	16. Word choice	16. Incorrect word choice a word of "shy".	Until today, I cannot forget that moment. That was so embarrassing moment in my life.	This sentence has 1 error. Those error happened because the student lack of vocabulary.
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Student 9

No	Error	Type of error	Explanation	Revision	Discussin
St9/1	I woke up early ¹ <u>^</u> prepare my bag.	1. Add a word	1. Adding a word "to".	I woke up early to prepare my bag.	This sentence has 1 error. Those are word add a word Those error happened because the students can be influenced by their mother tongue language.
St9/2	There are so many ² <u>beatiful</u> ³ <u>scenery</u> .	2. Spelling	2. Misspelling in a word of "beatiful".	There are so many beautiful sceneries .	This sentence has 2 errors. Those errors happened because the students can be influenced by their mother tongue language.
		3. Singular-plural	3. The word should be plural.		

St9/3	I ⁴ <u>look</u> ⁵ <u> </u> the stars at night ⁶ <u> </u> ⁷ <u> </u> ⁸ <u>sleep</u> at 00.00.	4. Verb tense	4. Incorrect verb of past tense “look”.	I <i>looked at</i> the stars at night, <i>and slept</i> at 00.00.	This sentence has 5 errors. Those errors happened because the student did not understand grammar rules, and carelessness.
		5. Add a word	5. Adding a word “at”.		
		6. Punctuation	6. It does not have punctuation.		
		7. Add a word	7. Adding a word “and”.		
		8. Verb tense	8. Incorrect verb of past tense “slept”.		

Student 10

No	Error	Type of error	Explanation	Revision	Discussion
St10/1	Once upon a time ¹ <u> </u> my family and I ² <u>leave</u> ³ <u>to</u> ⁴ <u> </u> ⁵ <u>Villa</u> in Tawangmangu ⁶ <u>To</u> spend ⁷ <u>The</u> along one day and one night.	1. Punctuation	1. Not having punctuation after word “time”.	Once upon a time, my family and I <i>stayed at villa</i> in Tawangmangu <i>to</i> spend along one day and one night.	This sentence has 7 errors. Those errors happened because the student carelessness about, lack of English mastery, and they didn’t capitalize the letter properly.
		2. Word choice	2. Incorrect word choice “leave”.		
		3. Word choice	3. Incorrect word choice “to”.		
		4. Add a word	4. Adding a word of “a”.		

		5. Capitalization	5. Should not use capital letter in a word “Villa”.		
		6. Capitalization	6. Should not use capital letter in a word “To”.		
		7. Omit a word	7. Should not use capital letter in a word “The”.		
St10/2	The following day ⁸ ^ my family and I ⁹ <u>leave</u> to certain ¹⁰ ^ place ¹¹ <u>again</u> ¹² <u>that</u> ¹³ <u>is</u> ¹⁴ <u>tawangmangu</u> and there we ¹⁵ <u>swimming</u> .	8. Punctuation	8. It does not have punctuation after word “day”.	The following day, my family and I <i>visited</i> to <i>the next</i> certain place <i>which</i> <i>was</i> <i>Tawangmangu</i> and there we <i>swam</i> .	This sentence has 8 errors. Those errors happened because the student carelessness about punctuation, lack of knowledge, did not understand between that and which, grammar rules, and they did not understand about word class.
		9. Word choice	9. Incorrect word choice “leave”.		
		10. Add a word	10. Adding a word of “the next”.		
		11. Omit a word	11. Omitting a word of “again”.		
		12. Word choice	12. Incorrect word choice of “that”.		

		13. Verb tense	13. Incorrect verb tense “is”, it should be “was”.		
		14. Capitalization	14. It does not capitalizing in the first letter of word “tawangmangu”.		
		15. Word form	15. Incorrect word form of “swimming”.		
St10/3	After swimming, we ¹⁶ <u>that</u> ¹⁷ ^ to eat, and after that, we ¹⁸ <u>go</u> home.	16. Omit a word	16. Omitting a word of “that”.	After swimming, we went to eat, and after that, we went home.	This sentence has 3 errors. Those errors happened because the student had over-generalization, influenced by mother tongue language and grammar rules.
		17. Add a word	17. Adding a word ‘went’.		
		18. Verb tense	18. Incorrect verb of past tense ‘go’.		

Student 11

No	Error	Type of error	Explanation	Revision	Discussion
St11/1	On Saturday ¹ <u>31th</u> ² <u>^</u> ³ <u>Desember</u> , ⁴ <u>I and my</u> <u>family</u> went to ⁵ <u>^</u> ^{6,7} <u>home</u> <u>grandmother.</u>	1. Word choice 2. Add a word 3. Word order 4. Spelling 5. Add a word 6. Word order 7. Word choice	1. Incorrect word choice of “31 th ”. 2. Adding a word ‘of’. 3. Incorrect word order “I and my family”. 4. Misspelling ‘Desember’. 5. Adding a word “my”. 6. Incorrect word order ‘home grandmother’. 7. Incorrect word choice “home”.	On Saturday <i>31st of December, my family and I</i> went to <i>my grandmother’s house.</i>	This sentence has 7 errors. Those errors happened because the student influenced by mother tongue lack of English mastery.
St11/2	We ⁸ <u>walk</u> down ⁹ <u>^</u> and I got ¹⁰ <u>on</u> ¹¹ <u>the</u>	8. Verb tense	8. Incorrect verb of past tense “walk”.	We <i>walked</i> down, and I got on <i>my car.</i>	This sentence has 3 errors. Those errors

	<u><i>individual car.</i></u>	9. Punctuation	9. It does not have punctuation. It should be adding punctuation after word “down”.		happened because the student did not understand grammar rules, carelessness about punctuation, and also influenced by mother tongue.
		10. Word choice	10. Inappropriate word choice ‘the individual car’.		
St11/3	After we arrived at the ¹¹ <u><i>gardens</i></u> , we walked down to the ¹² <u><i>livestock cow.</i></u>	11. Singular-plural	11. It should be singular noun.	After we arrived at the <i>garden</i> , we walked down to the <i>cow livestock.</i>	This sentence has 2 errors. Those errors happened because the student influenced by mother tongue.
		12. Word order	12. Incorrect word order ‘livestock cow’.		
St11/4	¹³ <u><i>we</i></u> ¹⁴ <u><i>look</i></u> at all ¹⁵ <u><i>the</i></u> lovely plants with beautiful and ¹⁶ <u><i>air</i></u> ¹⁷ <u><i>fresh</i></u> ¹⁸ <u><i>soun</i></u> after morning days we ¹⁹ <u><i>had drink</i></u> ²⁰ <u><i>tea</i></u> <u><i>warm.</i></u>	13. Capitalization	13. The first letter of sentence must be capitalized ‘we’.	<i>We looked</i> at all lovely plants with beautiful and <i>fresh air. Soon</i> after morning days we <i>drank warm tea.</i>	This sentence has 8 errors. Those errors happened because the student carelessness, grammar rules, lack of English mastery, and influenced by mother tongue.
		14. Verb tense	14. Incorrect verb of past tense “look”.		
		15. Omit a word	15. Omitting a word of “the”.		
		16. Word order	16. Incorrect word order ‘air fresh’.		

		17. Run-on sentence	17. The sentence runs on caused without punctuation.		
		18. Spelling	18. Misspelling 'soun'.		
		19. Verb tense	19. Incorrect verb tense 'had drink'.		
		20. Word order	20. Incorrect word order 'tea warm'.		

Student 12

No	Error	Type of error	Explanation	Revision	Discussion
St12/1	My ¹ <u>Shy</u> Experience	1. Word choice	1. Incorrect word choice 'shy' in title.	My <i>Embarrassing</i> Experience	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student lack

					of vocabulary.
St12/2	Five years ago, I had ² <u>a</u> experience ³ <u>I</u> ⁴ <u>can not</u> forget until today.	2. Article	2. Incorrect article 'a'.	Five years ago, I had an experience that I cannot forget until today.	This sentence has 3 errors. Those are word choice and verb tense. Those errors happened because the student lack of English mastery
		3. Add a word	3. Adding a word 'that'.		
		4. Word form	4. Incorrect word form "can not".		
St12/3	It ⁴ <u>is</u> my ⁵ <u>shy</u> experience.	5. Verb tense	5. Incorrect verb of past tense 'is'.	It was my embarrassing experience.	This sentence has 2 errors. Those errors happened because the student did not understand grammar rules, and lack of vocabulary.
		6. Word choice	6. Incorrect word choice 'shy'.		
St12/4	⁶ <u>In</u> that day, I went to my <u>school</u> ⁸ <u>that</u> ⁹ <u>I</u> ¹⁰ <u>day</u> Sunday.	7. Word choice	7. Incorrect word choice 'in'.	On that day, I went to my school on Sunday.	This sentence has 3 errors. Those are word choice and verb tense. Those errors happened because the student lack of knowledge, and influence by mother tongue.
		8. Omit a word	8. Omitting a word 'my'.		
		9. Add a word	9. Adding a word "on"		
		10. Omit a word	10. Omitting a word 'day'.		

St12/5	Because I ¹⁰ <u>late woke up</u> in the morning, I went ¹¹ <u>quick</u> to ¹² <u>my</u> school and forgot to button my skirt.	11. Word order	11. Incorrect word order 'late woke up'.	Because I <i>woke up late</i> in the morning, I went <i>quickly</i> to school and forgot to button my skirt.	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student influenced by mother tongue, and haven't mastered the word class.
		12. Word form	12. Incorrect word form 'quick'.		
		13. Omit a word	13. Omitting a word 'my'.		
St12/6	I saw my watch ¹⁴ <u>^</u> ¹⁵ <u>^</u> it ¹⁶ <u>is</u> 8 o'clock.	14. Punctuation	14. It does not have punctuation.	I saw my watch, and it <i>was</i> 8 o'clock.	This sentence has 3 errors. Those errors happened because the student carelessness or less careful, and grammar rules.
		15. Add a word	15. Adding a word "and".		
		16. Verb tense	16. Incorrect verb of past tense 'is'.		
St12/7	I directly ¹⁷ <u>weared</u> my shoes and ran to school.	17. Verb tense	17. Incorrect verb of past tense 'weared'.	I directly <i>wore</i> my shoes and ran to school.	This sentence has 1 errors. Those are word verb tense. Those errors happened because the student did not understand grammar rules.
St12/8	I realized that I forgot ¹⁸ <u>weared</u> my shorts.	18. Word form	18. Incorrect word form for infinitive 'weared'.	I realized that I forgot <i>to wear</i> my shorts.	This sentence has 1 errors. Those are word

					form. Those errors happened because the student haven't mastered the word class.
St12/9	I will never forget that ¹⁹ <u>shy</u> moment in my life.	19. Word choice	19. Incorrect word choice 'shy'.	I will never forget that embarrassing moment in my life.	This sentence has 1 errors. Those are word choice Those errors happened because the student lack of vocabulary.

Student 13

No	Error	Type of error	Explanation	Revision	Discussion
St13/1	¹ <u>Late last year</u> ² <u>in a week</u> , my friends and I went to ³ <u>camping</u> .	1. Word order	1. Incorrect word order "late last year in a week".	<i>A late week last year, my friends and I went to camp.</i>	This sentence has 3 errors. Those errors happened because the student influenced by mother tongue and lack of English mastery.
		2. Omit a word	2. Omitting a word "in"		
		3. Word form	3. Incorrect word form "camping".		
St13/2	We reached the camping ground	4. Article	4. Incorrect article "a".	We reached the camping ground after	This sentence has 1 errors. Those are article.

	after we walked for about one and ⁴ <u>a</u> hour from the parking lot.			we walked for about one and an hour from the parking lot.	Those errors happened because the student lack of English mastery.
St13/3	It was getting darker and colder, so we built ⁵ <u>a fire camp</u> .	5. Word order	5. Incorrect word order “a fire camp”.	It was getting darker and colder, so we built a camp fire .	This sentence has 1 errors. Those errors happened because the student influenced by mother tongue.
St13/4	At night, we held ⁴ <u>a fire camp night</u> .	6. Word order	6. Incorrect word order “a fire camp night”.	At night, we held a night camp fire .	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student influenced by mother tongue.
St13/5	We sang, danced, read poetry, played magic, tricks, and	7. Word form	7. Incorrect word form “standing”.	We sang, danced, read poetry, played magic, tricks, and even some	This sentence has 2 errors. Those are word choice and verb tense.

	even some of us performed a ⁷ <u>standing</u> comedy. ^{8^} <u> </u>	8. Add a word	8. Adding a word “up”.	of us performed a <i>stand up</i> comedy.	Those errors happened because the student haven’t mastered the word class, and influenced by mother tongue.
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Student 14

No	Error	Type of error	Explanation	Revision	Discussion
St14/1	On Sunday 9th ¹ <u>Maret</u> , ² <u>I and my family</u> went to Malang.	1. Spelling 2. Word order	1. Misspelling in a word “Maret”. 2. Incorrect word order “I and my family”.	On Sunday 9th March , my family and I went to Malang.	This sentence has 2 errors. Those errors happened because the student influenced by mother tongue.
St14/2	³ <u>after</u> ⁴ <u>I and my family</u> arrived ⁵ <u>at</u> ⁶ <u>the</u> ⁷ <u>malang</u> , we ⁸ <u>past pause</u> under the trees and ^{9^} <u> </u>	3. Capitalization 4. Word order	3. The first letter of sentence must be capitalized “after”. 4. Incorrect word order “I and my family”.	After my family and I arrived in Malang , we stopped under the trees and ate lunch .	This sentence has 8 errors. Those errors happened because the student less careful, influenced by mother

	¹⁰ <u>luch</u> .	5. Word choice	5. Incorrect word choice "at".		tongue, lack of vocabulary and lack of English mastery.
		6. Omit a word	6. Omitting a word "the".		
		7. Capitalization	7. The first letter of proper noun must be capitalized "malang".		
		8. Meaning not clear	8. The meaning of sentence doesn't not clear.		
		9. Add a word	9. Adding a word "ate".		
		10. Spelling	10. Misspelling in a word "luch".		
St14/3	Next ¹¹ <u>^</u> we ¹² <u>go</u> to ¹³ <u>swimming</u> .	11. Punctuation	11. It does not have punctuation after word "next".	Next, we <i>went</i> to <i>swim</i> .	This sentence has 2 errors. Those are punctuation and verb tense. Those errors happened because the
		12. Verb tense	12. Incorrect verb tense "go".		

		13. Word form	13. Incorrect word form “swimming”.		student carelessness, and grammar rules.
St14/4	We looked at all ¹⁴ <u>the</u> lovely flowers and animals as ¹⁵ <u>orchid, rabbit, butterfly</u> , and we took some pictures.	14. Omit a word	14. Omitting a word “the”.	We looked at all lovely flowers and animals as <i>orchids</i> , <i>rabbits</i> , <i>butterflies</i> , and we took some pictures.	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student lack of English mastery.
		15. Singular-plural	15. The words should be plural noun.		
St14/5	Next ¹⁶ <u>^</u> we ¹⁷ <u>go</u> ¹⁸ <u>^</u> buy souvenirs.	16. Punctuation	16. It does not have punctuation.	Next, we <i>went to</i> buy souvenir.	This sentence has 3 errors. Those are word choice and verb tense. Those errors happened because the student lack of English mastery.
		17. Verb tense	17. Incorrect verb tense “go”.		
		18. Add a word	18. Adding a word “to”.		
St14/6	I ¹⁹ <u>buy</u> bag, ring, cap, apple, pineapple, and pear.	19. Verb tense	19. Incorrect verb tense “buy”.	I bought bag, ring, cap, apple, pineapple, and pear.	This sentence has 1 errors. Those are word tense. Those errors happened because the student did not grammar rules.
St14/7	After buying some	20. Run-on sentence	20. The sentence is	After buying some	This sentence has 1

	souvenirs ²⁰ ^ we went for a walk		incorrect because it has no punctuation.	souvenirs, we went for a walk.	errors. Those are punctuation. Those errors happened because the student didn't pay attention to the coherence of sentence.
St14/8	²¹ <u>how much to meet new friend she is Lisa name.</u>	21. Meaning not clear	21. The meaning of sentence doesn't not clear.	I had a new friend, her name is Lisa.	This sentence has 1 errors. Those errors happened because the student lack of vocabulary.
St14/10	²² <u>Sone</u> after we had finished ²³ <u>walk</u> and ²⁴ <u>to</u> ²⁵ <u>look</u> for souvenirs, we ²⁶ <u>want</u> back ²⁷ ^ the bus. ²⁸ ^ And we ²⁹ <u>to come</u> back to Solo.	22. Word choice	22. Misspelling in a word "sone".	<i>Soon</i> after we had finished <i>walking</i> and <i>looking</i> for souvenirs, we <i>went</i> back <i>on</i> the bus, and we <i>came</i> back to Solo.	This sentence has 8 errors. Those errors happened because the student influenced by mother tongue, lack of grammar rules, and lack of English mastery.
		23. Word form	23. Incorrect word form "walk".		
		24. Omit a word	24. Omitting a word "to"		
		25. Word form	25. Incorrect word form "look".		
		26. Spelling	26. Misspelling in a word "want".		
		27. Add a word	27. Adding a word "on".		

		28. Incomplete sentence	28. The sentence doesn't complete.		
		29. Verb tense	29. Incorrect verb tense "to come".		

Student 15

No	Error	Type of error	Explanation	Revision	Discussion
St15/1	¹ <u>Some day</u> , ² <u>I and my friend</u> went to a castle.	1. Spelling	1. Misspelling in a word "some_day".	<i>Someday, my friend and I</i> went to a castle.	This sentence has 2 errors. Those errors happened because the student influenced by mother tongue.
		2. Word order	2. Incorrect word order "I and my friend".		
St15/2	It ³ <u>is</u> amazing castle.	3. Verb tense	3. Incorrect verb tense "is".	It <i>was</i> amazing castle.	This sentence has 1 errors. Those are verb tense. Those errors happened because the student did not understand grammar rules.

St15/3	In the castle ⁴ ^ there ⁵ <u>is</u> no one, ⁶ ^ ⁷ <u>just</u> <i>have and my friend.</i>	4. Punctuation	4. It does not have punctuation.	In the castle, there <i>was</i> no one, <i>and it was only me and my friend.</i>	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student did not understand grammar rules, and lack of English mastery.
		5. Verb tense	5. Incorrect verb tense “is”.		
		6. Add a word	6. Adding a word “and”.		
		7. Meaning not clear	7. The meaning of sentence doesn’t not clear.		
St15/4	Then ⁸ ^ we went around and ⁹ <u>find</u> a room that was full of ⁵ <u>princess’s dresses.</u>	8. Punctuation	8. It does not have punctuation.	Then, we went around and <i>found</i> a room that was full of <i>princess’ dress.</i>	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student less of careful and lack of English mastery.
		9. Word form	9. Incorrect word form of word “find”.		
		10. Singular-plural	10. The word should be singular noun.		
St15/5	We ¹¹ <u>direct</u> wore the dresses.	11. Word form	11. Incorrect word form “direct”	We <i>directly</i> wore the dresses.	This sentence has 1 errors. Those are word form. Those errors happened because the student did not understand about word class.
St15/6	Magically, I ¹² <u>be</u> the	12. Verb tense	12. Incorrect verb tense	Magically, I <i>became</i>	This sentence has 1 errors.

	princess in the castle.		“be”.	the princess in the castle.	Those are word verb tense. Those errors happened because the student did not understand grammar rules.
St15/7	¹³ <u>And</u> ¹⁴ ^ ¹⁵ <u>be</u> the most beautiful princess.	13. Omit a word	13.Omitting a word of “and”.	I became the most beautiful princess.	This sentence has 3 errors. Those errors happened because the student influence by mother tongue, and grammar rules.
		14. Adding a word	14.Adding a word of “I”.		
		15. Verb tense	15.Incorrect verb tense “be”.		
St15/8	I ¹⁶ <u>laugh</u> alone because that ¹⁷ <u>is</u> just a dream. I ¹⁸ <u>think</u> it was very funny.	16. Verb tense	16.Incorrect verb tense “laugh”.	I laughed alone because that was just a dream. I thought it was very funny.	This sentence has 3 errors. Those are verb tense. Those errors happened because the student did not understand grammar rules.
		17. Verb tense	17.Incorrect verb tense “is”.		
		18. Verb tense	18.Incorrect verb tense “think”.		

Student 16

No	Error	Type of error	Explanation	Revision	Discussion
St16/1	She ¹ <u>live</u> in ² <u>karanganyar</u> .	1. Word form	1. Incorrect word form "live".	She <i>lives</i> in <i>Karanganyar</i> .	This sentence has 2 errors. Those are word form and capitalization. Those errors happened because the student lack of English mastery.
		2. Capitalization	2. The first letter of proper noun must be capitalized "karanganyar".		
St16/2	Then ³ ^ I bought some ⁴ <u>sovenirs</u> .	3. Punctuation	3. It does not have punctuation.	Then, I bought some <i>souvenirs</i> .	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student carelessness, and also influenced by mother tongue.
		4. Spelling	4. Misspelling in a word "sovenirs".		
St16/3	On Monday ⁵ ^ I went to ⁶ <u>kemuning</u> with my sister.	5. Punctuation	5. It does not have punctuation.	On Monday, I went to <i>Kemuning</i> with my sister.	This sentence has 2 errors. Those errors happened because the student less careful, and carelessness.
		6. Capitalization	6. The first letter of proper noun must be capitalized "kemuning".		

St16/4	After we ⁵ <u>falt</u> satisfied.	7. Spelling	7. Misspelling in a word “falt”.	After we felt satisfied.	This sentence has 1 errors. Those errors happened because the student influenced by mother tongue.
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Student 17

No	Error	Type of error	Explanation	Revision	Discussion
St17/1	It has a big garden with ¹ <u>color</u> ² <u>flower</u> and a small ³ <u>pool fish</u> .	1. Word form	1. Incorrect word form “color”.	It has a big garden with <i>colorful flowers</i> and a small <i>fish pool</i> .	This sentence has 3 errors. Those are word choice and verb tense. Those errors happened because the student lack of English mastery, and influenced by mother tongue.
		2. Singular-plural	2. The word should be plural noun.		
		3. Word order	3. Incorrect word order “pool fish”.		
St17/2	In the morning, ⁴ <u>I and my friend</u> went	4. Word order	4. Incorrect word order “I and my friend”.	In the morning, my friend and I went to	This sentence has 2 errors. Those errors happened

	to ^{5^} beach by car together.	5. Article	5. Adding article “the”.	<i>the</i> beach by car together.	because the student influenced by mother tongue.
St17/3	Before we got home, we went to ^{6^} shop to buy some souvenir for our ⁷ <i>family</i> .	6. Article	6. It does not have an article	Before we got home, we went to <i>the</i> shop to buy some <i>souvenir</i> for our <i>families</i> .	This sentence has 2 errors. Those are word choice and verb tense. Those errors happened because the student lack of English mastery.
		7. Singular-plural	7. The word should be plural noun.		

Student 18

No	Error	Type of error	Explanation	Revision	Discussion
St18/1	Last weekend, ¹ <i>I</i> <u><i>and my friends</i></u> went camping to ² <u><i>gunung kidul</i></u> , Jogjakarta.	1. Word order	1. Incorrect word order “I and my friends”.	Last weekend, <i>my friends and I</i> went camping to <i>Gunung Kidul</i> , Jogjakarta.	This sentence has 2 errors. Those errors happened because the student influenced by mother tongue, and less careful.
		2. Capitalization	2. The first letter of proper noun must be capitalized “gunung kidul”.		
St18/2	In the night ^{3^} we	3. Punctuation	3. It does not have	In the night, we held a	This sentence has 2

	held a ⁴ <u>fire camp</u> .	4. Word order	punctuation. 4. Incorrect word order “fire camp”.	<i>camp fire</i> .	errors. Those errors happened because the student influenced by mother tongue.
St18/3	After ⁵ <u>it</u> , we were ⁶ <u>sleping</u> .	5. Word choice	5. Incorrect word choice “it”.	After <i>that</i> , we were <i>sleeping</i> .	This sentence has 2 errors. Those errors happened because the student did not understand the difference between spoken and written in spelling, and grammar rules.
		6. Spelling	6. Misspelling in a word “sleping”.		
St18/4	⁷ <u>Its</u> very ⁸ <u>beautyful</u> .	7. Word form	7. Incorrect word form “its”.	<i>It was</i> very <i>beautiful</i> .	This sentence has 2 errors. Those errors happened because the student lack of English mastery.
		8. Spelling	8. Misspelling in a word “beautyful”.		
St18/5	Then we went to ⁹ <u>h</u> ¹⁰ <u>houme</u> in the ¹¹ <u>moning</u> before	9. Add a word	9. Adding a word “our”.	Then we went to <i>our house</i> in the morning before <i>we</i> saw the	This sentence has 5 errors. Those errors happened because the
		10. Word choice	10. Incorrect word choice “houme”.		

	¹² <u>^</u> ¹³ <u>see</u> the sunrise.	11. Spelling	11. Misspelling in a word “moning”.	sunrise.	student lack of English mastery, and grammar rules.
		12. Add a word	12. Adding a word “we”.		
		13. Verb tense	13. Incorrect verb of past tense “see”.		

Student 19

No	Error	Type of error	Explanation	Revision	Discussion
St19/1	Vacation to the ¹ <u>beach</u>	1. Capitalization	1. Not capitalizing the first letter of word in title “beach”.	Vacation to the <i>Beach</i>	This sentence has 1 errors. Those errors happened because the student less careful.
St19/2	Last year, I ² <u>went</u> on holiday ³ <u>the</u> Pasir Putih beach.	2. Word choice	2. Inappropriate word choice “went”.	Last year, I <i>was</i> on holiday <i>in</i> Pasir Putih beach.	This sentence has 2 errors. Those errors happened because the student did not understand grammar rules.
		3. Word choice	3. Incorrect word choice “the”.		

St19/3	⁴ <i>I'm</i> on vacation with my cousins and my parents.	4. Verb tense	4. Incorect verb of past tense "I'm".	<i>I was</i> on vacation with my cousins and my parents.	This sentence has 1 error. Those error happened because the student did not understand grammar rules.
St19/4	On the ⁵ <u> </u> way, I saw beautiful scenery ⁶ ,	5. Add a word	5. Adding a word "vacation".	On the <i>vacation</i> way, I saw beautiful scenery.	This sentence has 2 errors. Those errors happened because the student less careful.
		6. Punctuation	6. Incorrect punctuation that it should be period.		
St19/5	I ⁷ <i>play</i> in ⁸ <u> </u> car with my cousin.	7. Verb tense	7. Incorrect verb of past tense "play".	I <i>played</i> in <i>the</i> car with my cousin.	This sentence has 2 errors. Those errors happened because the student did not understand grammar rules.
		8. Article	8. It should be article "the".		
St19/6	Suddenly ⁹ <u> </u> the car ¹⁰ <u> </u> out of gasoline and	9. Punctuation	9. It does not have punctuation.	Suddenly, the car <i>was</i> out of gasoline and <i>stopped</i> in the parking	This sentence has 3 errors. Those errors happened because the
		10. Add a word	10. Adding a word "was".		

	¹¹ <u>stop</u> in the parking area Pasir Putih beach.	11. Verb tense	11. Incorrect verb of past tense “stop”.	area Pasir Putih beach.	student carelessness, and grammar rules.
St19/7	In Pasir Putih beach, I ¹² <u>playing</u> sand house, surfing, and swimming.	12. Word form	12. Incorrect word form “playing”.	In Pasir Putih beach, I <i>played</i> sand house, surfing, and swimming.	This sentence has 1 error. Those error happened because the student did not understand about word class in English.
St19/8	Suddenly, I ¹³ <u>have</u> ¹⁴ <u>cramps</u> in my foot.	13. Verb tense	13. Incorrect verb of past tense “have”.	Suddenly, I <i>had</i> <i>cramp</i> in my foot.	This sentence has 2 errors. Those errors happened because the student did not understand grammar rules.
		14. Singular-plural	14. The word is not a singular noun “cramps”.		

Student 20

No	Error	Type of error	Explanation	Revision	Discussion
St20/1	In my last	1. Spelling	1. Misspelling in a word	In my last <i>holiday</i> , I	This sentence has 1

	¹ <u>howiday</u> , I was going to the lake.		“howiday”.	was going to the lake.	errors. Those errors happened because the student less careful.
St20/2	It was the ² <u>raise</u> time for ² <u>fhising</u> ⁴ , because that day was sunny day.	2. Word choice	2. Incorrect word choice “raise”.	It was the <i>right</i> time for <i>fishing</i> because that day was sunny day.	This sentence has 3 errors. Those errors happened because the student carelessness.
		3. Spelling	3. Misspelling in a word “fhising”.		
		4. Punctuation	4. It should be without punctuation.		
St20/3	⁵ <u>Afther</u> that, I went to the lake to start fishing.	5. Spelling	5. Misspelling in a word “afther”.	<i>After</i> that, I went to the lake to start fishing.	This sentence has 1 errors. Those errors happened because the student lack of vocabulary.
St20/4	I would ⁶ <u>took</u> that fish at ⁷ <u>houme</u> with my family.	6. Verb tense	6. Incorrect verb tense “took”, because after would should be Verb 1.	I would <i>take</i> that fish at <i>home</i> with my family.	This sentence has 2 errors. Those errors happened because the

		7. Spelling	7. Misspelling in a word "houme".		student did not understand grammar rules, and the difference between spoken and written in spelling.
St20/5	I was very ⁸ <u>thired</u> ^{9^} but it was my unforgottable experience.	8. Spelling	8. Misspelling in a word "thired".	I was very <i>tired</i> , but it was my unforgottable experience.	This sentence has 2 errors. Those errors happened because the student carelessness.
		9. Punctuation	9. It should be adding coma		

Student 21

No	Error	Type of error	Explanation	Revision	Discussion
St21/1	One day ^{1^} I went to ² <u>yogyakarta</u> .	1. Punctuation	1. It does not have punctuation.	One day, I went to <i>Yogyakarta</i> .	This sentence has 2 errors. Those errors happened because the student less careful.
		2. Capitalization	2. Not capitalizing the first letter of word in title "Yogyakarta".		

St21/2	When I ³ <u>come</u> to Yogyakarta, my father ^{4,5} <u>pick up me</u> ⁶ <u>in</u> the ⁷ <u>stasion</u> with my father's friend.	3. Verb tense	3. Incorrect verb of past tense "come".	When I <i>came</i> to Yogyakarta, my father <i>picked me up at</i> the <i>station</i> with my father's friend.	This sentence has 5 errors. Those errors happened because the student did not understand grammar rules, and influence the mother tongue.
		4. Word order	4. Incorrect word order "pick up me".		
		5. Verb tense	5. Incorrect verb tense "pick".		
		6. Word choice	6. Incorrect word choice "in".		
		7. Spelling	7. Misspelling in a word "stasion".		
St21/5	My sister ⁸ <u>invite</u> me to have strolling.	8. Verb tense	8. Incorrect verb of past tense "invite".	My sister <i>invited</i> me to have strolling.	This sentence has 1 errors. Those errors happened because the student did not understand grammar rules.
St21/6	The last day, I came back to ⁹ <u>solo</u> for ¹⁰ <u>scool</u> and ¹¹ <u>enter</u> in	9. Capitalization	9. Not capitalizing the first letter of word in title "solo".	The last day, I came back to <i>Solo</i> for <i>school</i> and <i>got back</i> in	This sentence has 3 errors. Those errors happened because the

	dormitory.	10. Spelling	10. Misspelling in a word “scool”.	dormitory.	student less careful, and lack of English mastery.
		11. Word choice	11. Incorrect word choice of “enter”.		

Student 22

No	Error	Type of error	Explanation	Revision	Discussion
St22/1	¹ <u>On 20 February 2023</u> ² <u>^</u> my family and I went to ³ <u>taman safari zoo.</u>	1. Word order	1. Incorrect word order “20 February 2023”.	<i>On February 20 2023</i> , my family and I went to <i>Taman Safari Zoo.</i>	This sentence has 3 errors. Those errors happened because the student influenced by mother tongue, and they less careful.
		2. Punctuation	2. It does not have punctuation.		
		3. Capitalization	3. It does not have capitalization in word of proper noun “taman safari zoo”.		

St22/2	⁴ <u>after</u> we arrived at the zoo, first ⁵ <u>^</u> we walked down to the elephant cage.	4. Capitalization	4. Not capitalizing the first letter of “after”.	After we arrived at the zoo, first, we walked down to the elephant cage.	This sentence has 2 errors. Those errors happened because the student less careful.
		5. Punctuation	5. It does not have punctuation.		
St22/3	I ⁶ <u>see</u> many ⁷ <u>elephant</u> with their own activities	6. Verb tense	6. Incorrect verb of past tense “see”.	I <i>saw</i> many <i>elephants</i> with their own activities	This sentence has 2 errors. Those errors happened because the student did not understand grammar rules.
		7. Singular-plural	7. It does not have plural noun “many elephant”.		
St22/4	Then we looked at lion cage ⁸ , I ⁹ <u>see</u> a lion ¹⁰ <u>have a sleep</u> , and another lion ¹¹ <u>have eat</u> . The guide name ¹² <u>^</u> mr. Bayu ¹³ <u>^</u> ¹⁴ <u>read</u> us the information of the lion.	8. Punctuation	8. The sentence is incorrect because incorrect punctuation.	Then we looked at lion cage. I <i>saw</i> a lion <i>was sleeping</i> , and another lion <i>was eating</i> . The guide name <i>is</i> mr. Bayu <i>who gave</i> us the information of the lion.	This sentence has 7 errors. Those errors happened because the student did not understand grammar rules, and lack of English mastery.
		9. Verb tense	9. Incorrect verb of past tense “see”.		
		10. Word choice	10. Incorrect word choice “have a sleep”.		
		11. Verb tense	11. Incorrect verb of past tense “have eat”.		

		12. Add a word	12. Adding a word “is”.		
		13. Add a word	13. Adding a word “who”.		
		14. Word choice	14. Incorrect word choice “read”.		
St22/6	After we ^{15^} tired ^{16^} we came home ¹⁷ <u>again</u> .	15. Add a word	15. Adding a word “were”.	After we <i>were</i> tired, we came home.	This sentence has 3 errors. Those errors happened because the student influenced by mother tongue.
		16. Punctuation	16. It does not have punctuation.		
		17. Omit a word	17. Omitting a word “again”.		

Student 23

No	Error	Type of error	Explanation	Revision	Discussion
St23/1	I stayed ¹ <u>three</u> for some days.	1. Spelling	1. Misspelling “three”.	I stayed <i>there</i> for some days.	This sentence has 1 errors. Those errors happened because the student less careful.

St23/2	On Sunday ² ^ my friend and I went to ³ <u>the</u> Telaga Sarangan ⁴ ,	2. Punctuation	2. It does not have punctuation.	On Sunday, my friend and I went to Telaga Sarangan.	This sentence has 3 errors. Those errors happened because the student carelessness, and student had over-generalization.
		3. Omit a word	3. Omitting a word “the”.		
		4. Punctuation	4. Inappropriate punctuation. It should be punctuated by period.		
St23/3	Then ⁵ ^ I bought some ⁶ <u>sovenirs</u> .	5. Punctuation	5. It does not have punctuation.	Then, I bought some <i>souvenirs</i> .	This sentence has 2 errors. Those errors happened because the student less careful, and difference between spoken and written in spelling.
		6. Spelling	6. Misspelling “sovenirs”.		
St23/4	The scenery was very interesting along winding road. ⁷ <u>After we felt satisfied</u> .	7. Incomplete sentence	7. The sentence is incomplete.	The scenery was very interesting along winding road. <i>We were satisfied</i> .	This sentence has 1 errors. Those errors happened because the student lack of English mastery.

Student 24

No	Error	Type of error	Explanation	Revision	Discussion
St24/1	A car hit a ¹ <u>motorcyle</u> from behind.	1. Spelling	1. Misspelling “motorcyle”.	A car hit a <i>motorcycle</i> from behind.	This sentence has 1 error. Those error happened because the student did not carefully the English word they learn.
St24/2	The driver could not control his car because it didn’t stop after the ² <u>acident</u> ³ ^ it even ran faster and disappeared.	2. Spelling	2. Misspelling “acident”.	The driver could not control his car because it didn’t stop after the <i>accident</i> . It even ran faster and disappeared.	This sentence has 2 errors. Those errors happened because the student did not carefully, and didn’t pay attention to the coherence of sentence.
		3. Run-on sentence	3. The sentence is incorrect because it has no punctuation.		
St24/3	The ⁴ <u>trafic</u> was ⁵ <u>hot</u> so busy.	4. Spelling	4. Misspelling “trafic”.	The <i>traffic</i> was <i>not</i> so busy.	This sentence has 2 errors. Those are spelling. Those errors happened because the student did not carefully.
		5. Spelling	5. Misspelling “hot”.		
St24/5	⁶ <u>no</u> one ⁷ <u>come</u> to help him.	6. Capitalization	6. Not capitalizing the first letter of “no”.	<i>No</i> one <i>came</i> to help him.	This sentence has 2 errors. Those errors

		7. Verb tense	7. Incorrect verb of past tense “come”.		happened because the student did not carefully, and lack of grammar rules.
St24/6	⁸ <u>the</u> police ⁹ <u>asket</u> me several ¹⁰ <u>qustions</u> .	8. Capitalization	8. Not capitalizing the first letter of “the”.	The police <i>asked</i> me several <i>questions</i> .	This sentence has 3 errors. Those errors happened because the student did not carefully, and influenced by mother tongue.
		9. Spelling	9. Misspelling in a word “asket”.		
		10. Spelling	10. Misspelling in a word “qustions”.		
St24/7	I told the police what ¹¹ <u>happen</u> .	11. Verb tense	11. Incorrect verb of past tense “happen”.	I told the police what <i>happened</i> .	This sentence has 1 errors. Those error happened because the student did not understand grammar rules.
St24/8	After that, I went home because it was already dark ¹² <u>^</u>	12. Punctuation	12. It does not have punctuation in the last sentence.	After that, I went home because it was already dark.	This sentence has 1 errors. Those error happened because the student did not carefully.

VALIDATION

The thesis data entitled "Errors Analysis in Students' Writing Recount Text at the Tenth Grade of SMK Al Islam Surakarta in the Academic Year of 2022/2023", has been validated by Dwi Cahyono, M.Pd in:

Day : Friday

Date : May 12th 2023

Surakarta, May 12th 2023

Validator



Dwi Cahyono, M.Pd

APPENDIX 5

TRANSCRIPTS OF INTERVIEW

Student 1

- Researcher : Menurut kamu belajar bahasa Inggris itu bagaimana?
Menyenangkan tidak?
- Informant : Tidak terlalu.
- Researcher : Kamu tahu tidak recount text itu apa? Jelaskan secara singkat.
- Informant : Recount text itu digunakan untuk menceritakan kejadian di masa lalu.
- Researcher : kalau generic structure recount text apa saja?
- Informant : orientation, event....yang satu lupa mbak.
- Researcher : re-orientation ya yang ketiga.
- Researcher : apakah kamu tahu language features dari recount text?
- Informant : tidak.
- Researcher : Menurutmu apakah kamu sudah mengerjakan recount text dengan baik?
- Informant : ya sebisa kemampuan saya.
- Researcher : apakah menulis recount text sulit bagimu?
- Informant : iya mbak sulit.
- Researcher : ini kamu menulis 'go' ya di kalimat mu ini, tahu tidak kenapa bisa salah?
- Informant : tidak tahu mbak.
- Researcher : yang bener harusnya 'went' ya, karena language features dari recount text itu salah satunya pakai past tense. Ini juga 'tag' ini kan kamu juga salah nulis ejaannya, harusnya 'take'.
- Informant : oh iya mbak, saya nggak tahu.
- Researcher : apa penyebab kamu melakukan kesalahan tersebut?
- Informant : saya masih bingung karena kurang paham dalam menerapkan tenses bahasa Inggris, kayak past tense gitu. Kalau yang salah nulis

ejaan itu karena suara sama tulisannya itu hampir sama, saya kira tulisannya juga sama ternyata salah.

Researcher : terus apa solusi kamu untuk mengatasi kesulitan tersebut?

Informant : tanya guru dan tanya teman yang udah bisa mbak, kemudian nanti saya mendapat penjelasan dan umpan balik dari guru atau teman saya tentang kesalahan yang saya buat. Kemudian saya dapat meningkatkan dan memperbaiki tulisan saya.

Researcher : apakah cara tersebut berhasil dalam membantu kamu meningkatkan kemampuan menulis recount text?

Informant : Iya.

Student 5

Researcher : menurut kamu belajar bahasa Inggris itu bagaimana?
Menyenangkan tidak?

Informant : ya kadang menyenangkan, kadang membosankan.

Researcher : kamu tahu tidak recount text itu apa? Jelaskan secara singkat.

Informant : Yaitu teks yang menjelaskan cerita di masa lalu baik pengalaman sendiri ataupun orang lain.

Researcher : kalau generic structure recount text apa saja?

Informant : tidak tahu mbak.

Researcher : orientation, event, re-orientation ya.

Researcher : apakah kamu tahu language features dari recount text?

Informant : kalau gak salah yang pakai past tense itu ya.

Researcher : iya. Menurutmu apakah kamu sudah mengerjakan recount text dengan baik?

Informant : semampu saya, dengan baik.

Researcher : apakah menulis recount text sulit bagimu?

Informant : agak sulit.

Researcher : ini kamu nulis 'turst', ini salah. Tahu gak yang bener gimana?

Informant : tidak kak.

- Researcher : ini kamu salah ejaannya dan juga harusnya ini plural noun karena ini kan di depannya ada kata 'many' ya, jadi kata selanjutnya juga mengikuti bentuk jamak, sehingga harusnya yang bener nulisnya 'tourist'. Gini ya, paham?
- Informant : paham mbak.
- Researcher : apa penyebab kamu melakukan kesalahan tersebut?
- Informant : saya tidak mengerti ketika guru menjelaskan tentang materi tersebut, karena materinya membingungkan.
- Researcher : ini juga ada lagi kesalahan penulisanmu banyak yang salah eja ya, contohnya kata 'teample'. Ini harusnya gausah pakai huruf a langsung 'temple' aja gitu ya.
- Informant : iya mbak.
- Researcher : kenapa bisa salah banyak kamu di bagian ejaan, apa penyebabnya?
- Informant : saya masih minim vocabulary mbak, jadi nulisnya sesuai yang saya tahu aja.
- Researcher : terus apa solusi kamu untuk mengatasi kesulitan tersebut?
- Informant : saya membaca tulisan saya kembali sebelum dikumpulkan secara teliti dan sering-sering membaca buku tentang materi yang belum saya pahami.
- Researcher : apakah cara tersebut berhasil dalam membantu kamu meningkatkan kemampuan menulis recount text?
- Informant : iya menurut saya, hal tersebut dapat membantu saya dalam mengatasi kesalahan tulisan.

Student 8

- Researcher : menurut kamu belajar bahasa Inggris itu bagaimana?
Menyenangkan tidak?
- Informant : menyenangkan.
- Researcher : kamu tahu tidak recount text itu apa? Jelaskan secara singkat.
- Informant : Recount text atau cerita ulang yang berisi kejadian di masa lalu.

Researcher : kalau generic structure recount text apa saja?

Informant : orientation terus apa lupa

Researcher : event sama re-orientation ya.

Researcher : apakah kamu tahu language features dari recount text?

Informant : memakai past tense.

Researcher : Menurutmu apakah kamu sudah mengerjakan recount text dengan baik?

Informant : ya sudah

Researcher : apakah menulis recount text sulit bagimu?

Informant : tidak terlalu

Researcher : ini kamu nulisnya masih ada beberapa kata atau kalimat yang salah ya. Contohnya ini 'everyone saw my it was opened' ini saya bingung juga maksudnya apa. Ini maksudnya gimana?

Informant : saya juga bingung mbak kemarin itu.

Researcher : nah ini saya benerin ya harusnya 'everyone saw my trousers were taken off' biar lebih paham aja maksudnya kan 'semua orang melihat celanaku yang melorot' biar lebih mudah dipahami aja.

Informant : hehehe iya mbak gitu maksud saya.

Researcher : apa kesulitanmu kok masih ada yang salah dalam menulis? Apa penyebabnya?

Informant : karena saya tidak tahu arti bahasa Inggrisnya, jadi saya tulis apa adanya saja.

Researcher : ini juga pemilihan kata 'shy' kata ini jadi kurang tepat jika digunakan untuk kalimatmu. Yang lebih tepat 'embarrassing' ya walaupun artinya sama tetapi penggunaannya berbeda.

Informant : iya mbak saya juga minim kosa kata yang saya tahu cuma itu-itu saja.

Researcher : Apa solusi kamu untuk mengatasi kesulitan tersebut?

Informant : saya punya niat untuk mengikuti les bahasa Inggris di tempat saya biar bisa meningkatkan kemampuan dan bekal di masa depan juga.

Researcher : apakah cara tersebut berhasil dalam membantu kamu meningkatkan kemampuan menulis recount text?

Informant : semoga saja berhasil.

Student 11

Researcher : menurut kamu belajar bahasa Inggris itu bagaimana?
Menyenangkan tidak?

Informant : menyenangkan

Researcher : kamu tahu tidak recount text itu apa? Jelaskan secara singkat.

Informant : Cerita yang menceritakan masa lalu.

Researcher : kalau generic structure recount text apa saja?

Informant : tidak tahu.

Researcher : orientation, event, sama re-orientation ya.

Researcher : apakah kamu tahu language features dari recount text?

Informant : lupa.

Researcher : Menurutmu apakah kamu sudah mengerjakan recount text dengan baik?

Informant : ya sudah

Researcher : apakah menulis recount text sulit bagimu?

Informant : biasa saja

Researcher : ini kamu nulisnya masih ada beberapa kata atau kalimat yang salah ya. Contohnya ini '31th', tahu gak kenapa bisa salah?

Informant : gak tahu, saya kira sudah benar.

Researcher : ini masih salah ya, yang benar '31st' pakai suffix st karena belakangnya angka 1. Jadi kalau urutan ke satu dan setiap kesekian puluh satu itu pakai st ya yang tepat.

Informant : owalah iya.

Researcher : apa penyebab kamu melakukan kesalahan tersebut?

Informant : kurangnya pengetahuan tentang materi-materi bahasa Inggris.
(intralingual)

- Researcher : ini juga ejaan kamu masih salah saat menulis 'Desember', itu harusnya 'december' ya pakai c bukan s. Itu kenapa penyebabnya?
- Informant : karena pengucapannya sama, saya kira kalau suaranya sama artinya juga sama saja.
- Researcher : ada beberapa juga yang urutan nulismu masih salah, seperti 'air fresh' ini harusnya kan 'fresh air' ya, artinya udara yang segar. Kenapa bisa terbalik nulismu?
- Informant : ketika saya menulis kalimat, saya sering menyusun seperti urutan bahasa Indonesia nya.
- Researcher : Apa solusi kamu untuk mengatasi kesulitan tersebut?
- Informant : saya akan menggunakan alat bantu seperti kamus dan kamus online untuk mengecek kata-kata dan kalimat saya agar tidak ada yang salah lagi, karena selama ini saya jarang sekali memakai kamus.
- Researcher : apakah cara tersebut berhasil dalam membantu kamu meningkatkan kemampuan menulis recount text?
- Informant : saya yakin saya dapat meningkatkan kualitas tulisan saya.

APPENDIX 6

CAPAIAN PEMBELAJARAN BAHASA INGGRIS

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>	
Elemen	Capaian Pembelajaran	Konten
Menyimak-Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
Suggestion		
Membaca-Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	Narrative Text
		Deskriptive Text
		Procedure Text
		Exposition Text
		Recount Text
Factual Report Text		
Menulis - Mempresentasi	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	Narrative Text (Fiction)
		Deskriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
		Exposition Text (Non Fiction)
		Recount Text (Non Fiction)
Factual Report Text (Non Fiction)		

**PROGRAM SETAHUN PEMBELAJARAN
(PETA MATERI BAHASA INGGRIS KELAS X)**

Jumlah Minggu Efektif : 36
 Jumlah Jam Pembelajaran Per Minggu : 2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA					Alokasi Pertemuan	Jumlah JP	
			Menyimak-Berbicara	Membaca-Memirsa	Menulis-Mempresentasikan	Beriman, Bertaqwa pada TYME dan Berakhlak Mulia	Berkebinekaan Global	Gotong Royong	Mandiri	Bernalar Kritis			Kreatif
1	Introduction	Ganjil	v	V	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	V	v	v	v	v	v	v	v	4	8
3	Degree of Comparison		v	V	v	v	v	v	v	v	v	2	4
4	Descriptive Text		v	V	v	v	v	v	v	v	v	4	8
5	Announcement		v	V	v	v	v	v	v	v	v	2	4
6	Narrative Text		v	V	v	v	v	v	v	v	v	4	8
7	Opinion	Genap	v	V	v	v	v	v	v	v	v	2	4
8	Procedure Text		v	V	v	v	v	v	v	v	v	4	8
9	Offering Services		v	V	v	v	v	v	v	v	v	2	4
10	Exposition Text		v	V	v	v	v	v	v	v	v	4	8
11	Suggestion		v	V	v	v	v	v	v	v	v	2	4
12	Recount Text		v	V	v	v	v	v	v	v	v	4	8
JUMLAH											36	72	

**ALUR TUJUAN PEMBELAJARAN
BAHASA INGGRIS KELAS X
SMK AL ISLAM SURAKARTA**

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi pengenalan lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Introduction	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 1
10.2	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi pengenalan lisan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi pengenalan lisan di hadapan kelas dengan penuh tanggungjawab						
10.4	Membaca-Memirsa	Disediakan monolog/dialog berisi pengenalan tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Introduction	<ol style="list-style-type: none"> 1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 1
10.5	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi pengenalan tulis dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.6	Menyimak-Berbicara	Diperdengarkan beberapa teks factual report , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Factual Report	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.7	Menulis-Mempresentasikan	Peserta didik mampu menyusun teks factual report lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.8	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan teks factual report di hadapan kelas dengan penuh tanggungjawab						
10.9	Membaca-Memirsa	Disediakan teks factual report tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Factual Report	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2
10.10	Menulis-Mempresentasikan	Peserta didik mampu membuat teks factual report tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.11	Menyimak-Berbicara	Diperdengarkan beberapa monolog/ dialog yang berisi perbandingan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Comparison	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.12	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.						
10.13	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/ dialog yang berisi perbandingan di hadapan kelas dengan penuh tanggungjawab						
10.14	Membaca-Memirsa	Disediakan monolog/ dialog yang berisi perbandingan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of Comparison	<ol style="list-style-type: none"> 1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 3
10.15	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.26	Menyimak-Berbicara	Diperdengarkan beberapa narrative text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.27	Menulis-Mempresentasikan	Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.28	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab						
10.29	Membaca-Memirsa	Disediakan narrative text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6
10.30	Menulis-Mempresentasikan	Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa exposition text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempresentasikan	Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggungjawab						
10.49	Membaca-Memirsa	Disediakan exposition text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Exposition Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempresentasikan	Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.51	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi saran peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Suggestion	<ol style="list-style-type: none"> 1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT - penjelasan materi 3. JCoT - Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri 	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 11
10.52	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.						
10.53	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi saran di hadapan kelas dengan penuh tanggungjawab						
10.54	Membaca-Memirsa	Disediakan monolog/dialog berisi saran , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Suggestion	<ol style="list-style-type: none"> 1. BKoF – Diperlihatkan contoh teks 2. MoT - Penjelasan materi 3. JCoT - Menulis teks secara terbimbing 4. ICoT - Menulis secara mandiri 	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 11
10.55	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.56	Menyimak-Berbicara	Diperdengarkan beberapa recount text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Recount Text	1. BKoF - Diperdengarkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.57	Menulis-Mempresentasikan	Peserta didik mampu menyusun recount text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.58	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan recount text lisan di hadapan kelas dengan penuh tanggungjawab						
10.59	Membaca-Memirsa	Disediakan recount text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Recount Text	1. BKoF – Diperlihatkan beberapa contoh teks 2. MoT – Penjelasan materi 3. JcoT – Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12
10.60	Menulis-Mempresentasikan	Peserta didik mampu membuat recount text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT – Menyusun teks secara terbimbing 2. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12

APPENDIX 7

LESSON PLAN

MODUL AJAR BAHASA INGGRIS KELAS X

INFORMASI UMUM	
1. Nama Penyusun	Aqillah Fatimah
2. Jenjang Sekolah	SMA / MA / SMK / SEDERAJAT
3. Fase/Kelas	E / X (Sepuluh)
4. Domain/Topik	Menulis dan menceritakan kejadian di masa lalu
5. Kata Kunci	<i>Recount Text</i>
6. Pengetahuan/Keterampilan Prasyarat	<i>Writing</i>
7. Alokasi waktu (menit)	2 X 45 Menit (90 Menit)
8. Jumlah Pertemuan (JP)	2 JP
9. Modal Pembelajaran	Tatap muka
10. Metode Pembelajaran	1) Inductive approach 2) Tanya jawab, diskusi, dan mengerjakan soal
11. Sarana Prasarana	1) Media: Power Point, Laptop, LCD Proyektor, Handphone, Papan Tulis, Spidol, Spidol Warna/ Pen Warna/ Stabilo. 2) Sumber belajar: <i>E-Book</i> , Buku paket/LKS, Video Youtube.
12. Karakteristik Peserta Didik	Siswa aktif berdiskusi dalam kegiatan pembelajaran dan bernalar kritis serta mampu menulis dan menceritakan kejadian di masa lalu (<i>Recount Text</i>) dengan mandiri dan tidak pantang menyerah.

KOMPETENSI INTI

A. Tujuan Pembelajaran

Setelah melakukan pembelajaran, diharapkan peserta didik mampu:

- E1. Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount
- E2. Membedakan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- E3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
- E4. Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

B. Pemahaman Bermakna

Recount text merupakan salah satu jenis teks dalam belajar bahasa Inggris yang memiliki fungsi untuk menceritakan kembali kejadian atau pengalaman yang terjadi dimasa lalu. Teks ini bertujuan untuk memberikan informasi dan/atau menghibur pembaca yang membaca tulisan *recount text*.

C. Pertanyaan Pemantik

1. Apakah kalian (peserta didik) pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu? Mengapa?
2. Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

D. Persiapan Pembelajaran

- a. Guru menyusun LKPD

PERTEMUAN PERTAMA

A. Tujuan Pembelajaran

- Menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari teks recount
- Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount lisan dan tulis
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis

B. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran
Kegiatan Pendahuluan	<ul style="list-style-type: none">➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai.➤ Guru memberi motivasi kepada peserta didik dan menanyakan kondisi kesehatan.➤ Guru mengecek kehadiran peserta didik.➤ Guru memberi apersepsi tentang materi yang akan dipelajari.➤ Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini.➤ Guru menyampaikan garis besar cakupan materi yang dipelajari.➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Kegiatan Inti	<ul style="list-style-type: none">➤ Guru membagi atau membuat kelompok untuk peserta didik.➤ Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi. Berikut link Youtube tentang <i>Recount Text</i>: https://youtu.be/aNy0a_OM3JQ➤ Peserta didik secara berkelompok menjelaskan definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah teks recount.➤ Peserta didik secara berkelompok menganalisis fungsi sosial,

	<p>struktur teks, dan unsur kebahasaan teks recount dalam grup.</p> <ul style="list-style-type: none"> ➤ Setelah melakukan diskusi kelompok, guru mengarahkan peserta didik untuk mempresentasikan hasil diskusinya didepan kelas, dan peserta didik secara individu menulis hasil diskusi yang disampaikan temannya. ➤ Peserta didik diberikan sebuah LKPD dan peserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks recount. Hingga pada akhirnya peserta didik menemukan informasi terkait text recount. ➤ Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari.
Kegiatan Penutup	<ul style="list-style-type: none"> ➤ Guru memberikan feedback tentang materi recount teks. ➤ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya. ➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajaran.

PERTEMUAN KEDUA

A. Tujuan Pembelajaran

- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
- Menyusun teks recount, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

B. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran
Kegiatan Pendahuluan	<ul style="list-style-type: none"> ➤ Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai. ➤ Guru memberi motivasi kepada peserta didik dan menanyakan

	<p>kondisi kesehatan.</p> <ul style="list-style-type: none"> ➤ Guru mengecek kehadiran peserta didik. ➤ Guru memberi apersepsi tentang materi yang akan dipelajari. ➤ menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. ➤ Guru menyampaikan garis besar cakupan materi yang dipelajari. ➤ Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.
Kegiatan Inti	<ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama peserta didik mengingat kembali terkait materi yang sudah disampaikan. <input type="checkbox"/> Guru menyampaikan lanjutan materi pada pertemuan pertama. <input type="checkbox"/> Peserta didik aktif menanggapi secara lisan terkait recount text. <input type="checkbox"/> Guru memberi tugas untuk mengerjakan LKPD dan membuat recount text sesuai pengalaman yang peserta didik alami. <input type="checkbox"/> Peserta didik mengumpulkan hasil pekerjaan kepada guru.
Kegiatan Penutup	<ul style="list-style-type: none"> ➤ Guru memfasilitasi kepada peserta didik untuk menyampaikan kelebihan dan kekurangan/kesusahan dalam materi recount text. ➤ Guru dan peserta didik berdo'a bersama untuk mengakhiri pembelajaran.

Assessment

- 1) Teknik Penilaian
 - a. Pengetahuan : Lembar Kerja Peserta Didik
 - b. Keterampilan : Membuat recount text
 - c. Sikap : Observasi/pengamatan terhadap kerja kelompok
- 2) Instrumen Penilaian
 - a. Pengetahuan : Isian singkat dan uraian
 - b. Keterampilan : Rubrik penilaian menulis
 - c. Sikap : Lembar observasi

A. INSTRUMEN PENILAIAN

1. Sikap (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1		75	75	75	75	300	75	B
2								
3								

Dst								
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Keterangan:

- BS : Bekerja Keras
- JJ : Jujur
- TJ : Tanggung Jawab
- DS :

DisiplinCatatan:

- 1) Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat baik**
 - 75 = Baik**
 - 50 = Cukup**
 - 25 = Kurang**
- 2) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- 3) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $300 : 4 = 75$
- 4) Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)**
 - 50,01 – 75,00 = Baik (B)**
 - 25,01 – 50,00 = Cukup (C)**
 - 00,00 – 25,00 = Kurang (K)**
- 5) Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

Keterangan:

- BS : Bekerja Keras
- JJ : Jujur
- TJ : Tanggung Jawab
- DS :

DisiplinCatatan:

- 6) Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat baik**
 - 75 = Baik**
 - 50 = Cukup**
 - 25 = Kurang**
- 7) Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- 8) Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $300 : 4 = 75$
- 9) Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)**
 - 50,01 – 75,00 = Baik (B)**
 - 25,01 – 50,00 = Cukup (C)**
 - 00,00 – 25,00 = Kurang (K)**
- 10) Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai.

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak	2	1
		<i>Tidak memahami</i>	<i>memahami</i>	1	-
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Stuktur teks yang digunakan cukup	3	2	
		Stuktur teks yang digunakan kurang runtut	Stuktur teks yang digunakan hampir tidak runtut	2	1
		Stuktur teks yang digunakan tidak runtut		1	-
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	-
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	-

3. RUBRIK PENILAIAN WRITING

- a. Teknik Penilaian : Tulis
- b. Bentuk Instrument : Membuat recount text secara individu

No	Aspek Penilaian Writing	Skor	Keterangan/RubrikKriteria
1	Structure	4	Tidak ada kesalahan struktur teks
		3	Ada kesalahan struktur namun bisa dipahami
		1	Banyak kesalahan struktur dan sulit dipahami
2	Vocabulary	3	Penggunaan kosa kata dengan tepat
		2	Penggunaan kosa kata yang kurang tepat namun masih bisa dipahami
		1	Penggunaan kosakata yang salah dan sulit dipahami percakapannya
3	Conjunction	3	Penggunaan conjunction dengan tepat
		2	Penggunaan conjunction kurang tepat namun masih dapat dipahami
		1	Penggunaan conjunction tidak nyambung dengan kalimat sebelumnya atau sesudahnya

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APPENDIX 8

PHOTO DOCUMENTATION





