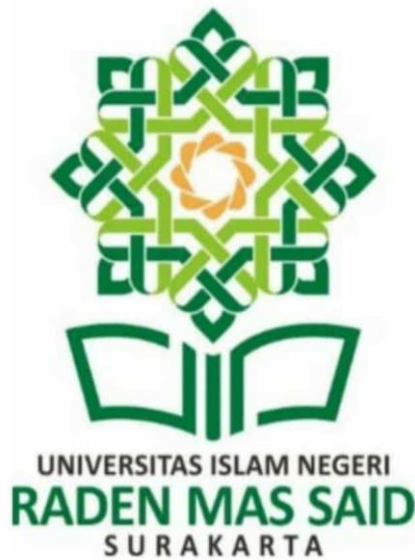


**AN ERROR ANALYSIS OF SIMPLE PAST TENSE IN WRITING  
RECOUNT TEXT OF THE NINTH GRADE STUDENTS OF SMP AL -  
AZHAR SYIFA BUDI SOLO ACADEMIC YEAR 2023/2024**

**THESIS**

**Submitted as A Partial Requirements for the Degree of *Sarjana***



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**2023**

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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

After reading thoroughly and giving necessary advice, herewith, as the advisors, I state that the thesis of:

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Thank you for the attention

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

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## RATIFICATION

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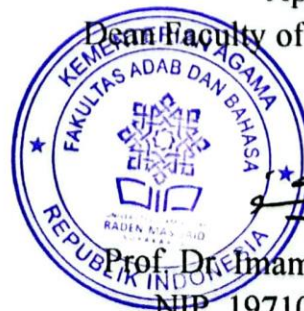
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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Sri Mulyono and Dewi Aryati) who are the best parents in my world and always pray for me and give me support and help. Thank you for your everlasting prayers, sweat, and tears.
2. My beloved brother, sister, and nephew who always give me support and help
3. My beloved big family who gives me support
4. My almamater, Raden Mas Said State Islamic University of Surakarta
5. Last but not least, I wanna thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.



## **MOTTO**

“Every day – every hour, turn the pain into Power!”  
~ The Script

“Ada hal luar biasa yang mungkin datang dari malam – malam mengerikan!.  
Don't lose hope, pertolongan Allah itu nyata“  
~writer

## PRONOUNCEMENT

Name : Maulana Al Ghofur  
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I hereby sincerely that the thesis titled “An Error Analysis Of Simple Past Tense In Writing Recount Text Of The Ninth Grade Students Of SMP Al - Azhar Syifa Budi Solo Academic Year 2023/2024” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliograpy.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, November 2023

Stated by,



Maulana Al Ghofur

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## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Error Analysis Of Simple Past Tense In Writing Recount Text Of The Ninth Grade Students Of SMP Al - Azhar Syifa Budi Solo Academic Year 2023/2024”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S.Ag., M.Ag., the Rector of the Raden Mas Said State Islamic University of Surakarta
2. Prof. Dr. Imam Makruf, S.Ag., M.Pd., the dean of the Raden Mas Said State Islamic University of Surakarta
3. Dr. Fithiyah Nurul Hidayati, M. Pd., the head of English Language Education Study Program
4. Nuning Wahyu Astuti, M. TESOL., as the advisor who gives her guidance, precious advice, and motivation for the researcher.
5. All of lectures English Language Education for valuable knowledge and time.
6. The researcher’s beloved parents, Mr. Sri Mulyono and Mrs. Dewi Aryati who have given their endless support, love and prayer. There are no words can describe how thankful the researcher to have them as parents that will always support during the study and conducting this thesis.
7. The researcher’s older sisters’ and brother (Mariah Gipty Awwahah, Muhammad Ghozali, and Madina Alifah), brother (Malik Gibran Amrullah and Mirza Denish Abrizam), and Nephews (Robby, Alia and Anya) who have given spirit and motivation during the process of the study.
8. The researcher’s best friends since in elementary school (Bani, Thoriq, Novias and Rachel)
9. The researcher’s best friends Alm. Habib, Ilham, Djorghy, Panca, Anin, Chalista, Rosy, Bagas, Habib, Alan, Trio, Billa and Bull.
10. All of the researcher’s friends in English Language Education, especially F class 2019 that couldn’t mention all one by one, thank you for being the best partner in learning and making unforgettable moment.

11. Everyone who has been helps the researcher to finish this research.

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

Sukoharjo, November 2023

The researcher

A handwritten signature in black ink, appearing to read 'Maulana Al Ghofur', written in a cursive style.

Maulana Al Ghofur

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## ABSTRACT

Al - Ghofur, Maulana. 2019. An Error Analysis of Simple Past Tense in Writing Recount Text of the Ninth Grade Students of SMP Al – Azhar Syifa Budi Solo Academic Year 2023/2024. Thesis. English Education Department, Cultures and Language Faculty.

Advisor : Nuning Wahyu Astusi, M.TESOL

Keyword : Grammatical error, Error analysis, Recount Text, Cause of Error

The objective of this study is to know and clarified about (1) what are the types of error made by the students in writing recount text at ninth grade of SMP Al - Azhar Syifa Budi Solo and (2) what are the factors that influence students made an errors in writing recount text at the ninth grade of SMP Al - Azhar Syifa Budi Solo.

The research used descriptive qualitative research method. This research was conducted on the ninth grade students of SMP Al - Azhar Syifa Budi Solo on September 2023. The researcher collected the data used documentation and interview. Then, the researcher analyzed the data by using error analysis procedures which comprise of collecting the data, identifying students' errors, classifying errors, explaining the errors based on the sources of errors and accounting the errors. From that result, the data was analyzed by Azar's theory, and classify the types of errors.

The result of this research show that students of the ninth grade of SMP Al - Azhar Syifa Budi Solo committed fourteen categories of errors. The showed 184 errors from 23 students writing recount text. There are Singular-Plural Error (13 Error), Word Form Error (9 Errors), Word Choice Error (31 Errors), Verb Tense Error (29 Errors), Adding a Word Error (15 Errors), Ommiting a Word (21 Errors), Word Order Error (2 Errors), Incomplete Sentence Error (11 Errors), Spelling Error (22 Errors), Punctuation Error (6 Errors), Capitalization Error (15 Errors), Article Error (2 Errors), Meaning Not Clear Error (2 Errors) and Run-On Sentence (6 Errors). The most common errors made by students is Word Choice (29 Errors) while the least error is Article Error & Meaning not clear Error (2 Error).

Then, the factors that influence students to make error are interlingual transfer, intralingual transfer, context of learning and communication of strategies. 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), the ways of delivering material from teacher that were not optimal for students (context of learning) and learning style that can cause students make an error (communication of strategies).

# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

Language is one of important in aspect of human life, language is used to knowing each other during communication (social interaction). It help learner to express thought, feelings and whatever else in minds.

Language is complex, specialized skill, which develops in the child spontaneously, without conscious effort of formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities process information or behave intelegently (Brown, 2004). In addition, language is a system of arbitrary conventionalized vocal, written, or gesture symbols that the members can communicate intelligibly with one another (Brown, 2000).

Based on the statement above, it can be concluded that language is special acquired by people naturally, unwareness and complex also language is a tool which is really useful in communication and language is not only about speaking, but also reading, listening and writing.

The purpose of English skill which focuses on developing students' listening, speaking, reading and writing skills is included in the scope of junior high school. Writing is one of the skills that students must mastered while learning English. If students mastered in their writing skill they will

able to create a simple announcements, cards, and texts with properly and correctly so that a reader can easily understand.

Within the learning process, the teacher always explains and gives example about the narrative text, recount text, recount text, etc. One of the curriculum in SMP Al - Azhar Syifa Budi Solo is about recount text.

However, when the researcher conducted (pre-research) samples of writing experience text in 9 Muslim class of 3 classes (9 Muslim, 9 Bukhory and 9 Malik) which class were the best than others, researcher often finds a wrong sentences or error sentences that made by the students in their writing. The sampling was conducted during PLP 3 on 11-25 October 2022. There are two hour in one lesson or 90 minutes, clipped with a break time (30 minutes). That procedure of pre-research as follows : First, Researcher explained about recount text to student about definition, type of recount text, and structure in 30 minutes. Then, the student's were asked to make an examples of recount text about their experience until the lesson is over (45 minutes). After that, the researcher collected the worksheet and discussed with the teacher.

However, many students still made mistakes in writing recount text. They were still confused in writing text about tense (simple past tense) and sometimes they forgot using tense (simple past tense). As an example, "She eat lollypop" the correct sentences was "She ate a lollypop". Unfortunately, most of them made a mistakes in the use of simple past tense in sentence especially omission errors and misformation.

This shows lack of understanding in English especially in writing sentences. The students still construct English sentences by using Indonesian rules, for example: (1) He yesterday go to field, (2) Last night, I borrow book math your. Then, the correct sentences are: (1) Yesterday, He went to field, (2) Last night, I borrowed your math book.

From the example of the sentences above, the incorrect is adverb of time was made by the students in second language as same as they did in the first language (Indonesia) and second sentence contained a noun with a possessive pronoun.

It happens because their spelling error were caused by differences in the rules of language (Native language and Target language). A paragraph has the Best sentences to state the specific point, or main ideas, and the rest of the sentences in the paragraph support that point (Oshima & Hogue, 2006). So, in writing skill to make a good and correct sentences or paragraph is very important for the students.

“ ‘An errors’ as a systematic deviation that occurs while a learner has not learnt something and continuously get(s) it incorrect“ (Norrish, 1983). Also, that errors are the weakness of learners' speech in writing (Brown, 2004). So, teachers need to anticipate errors made by students and dealing with this phenomenon, error evaluation is a technique to anticipate the occurrence of errors.

The researcher realised that students often cannot anticipate themselves in makes a mistakes while learning proces, but that mistakes must be corrected or they will remain mistakes.

There are several previous studies relate with this research. The first is a research entitled “An Error Analysis of Recount Text Written By Natural Science and Social Science Students of MAS Tahfidzul Qu’ran Medan 2021/2022” by Febriyanti (2022) from UIN Medan Sumatera Utara. The purpose of this study is were to describe what the types of errors were found in the recount text; to find out how the errors occurred in the recount text written by students. This research is descriptive qualitative, used writing test & interviews to collect the data. Based on the research finding and discussion the result shows that there were four aspect consist omission, addition, misformation and misordering.

Based on the research, the similarity with this research and Febriyanti’s research are use Strategy Taxonomy (Omission, Addition, Misformation and Misordering) in analysing data. The differences of Febriyanti’s research with this research, Siti’s research are only explains which of errors in student writing without showing the dominant of errors and the object of this research was different, Siti’s research object is college student while this research is Junior Highschool.

The second is a research entitled “An error analysis of the mechanics in student’s paragraph writing of recount text (A Case Study At The Eighth Grade of MTs N 2 Surakarta in Academic Year 2018/2019)” by Anggraini

(2019). The purpose of this study to identify type of errors mechanic in student's paragraph writing. This research use descriptive qualitative and used writing test & interviews in collecting the data. Based on the research finding and discussion the result shows the total of number of errors that the researcher found is 578 error. Which error of omission (punctuation 33,91 %, capitalization 23,18 %, spelling 7,78%), error of addition (punctuation 0,86 %, capitalization 5,02 %, spelling 3,11%), error of misformation (punctuation 1,04 %, spelling 22,50%) and error of misordering (spelling 2,60%).

Based on the research, the similarity with this research and Lulu's research are use Strategy Taxonomy (Omission, Addition, Misformation and Misordering) in analysing data and shows the dominant of errors. The differences of Anggraini's research with this research are focused on the mechanics error while of this research focused on grammatical errors.

Related to the phenomenon above, in this research the researcher would like to conduct a research about "An Error Analysis of Simple Past Tense in Writing Recount Text of the Ninth Grade Students of SMP Al - Azhar Syifa Budi Solo Academic Year 2022/2023".

## **B. Identification of the Problem**

Based on the background of study above, the researcher found some problems which are developed into the following statements:

1. Students' did a grammatical error in their writing recount text.
2. Most students' did not use Past tense in their writing recount text.



3. Most students' apply Indonesian grammar rules in their writing recount text.

### **C. Limitation of The Problem**

The researcher limits and focused on analyzing students' grammatical errors in recount text writing. The grammatical errors were classified based on Azar's grammatical, 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, run-on sentence. While the causes of errors the writer used Brown's model to identify the causes of errors, they are: interlingual, intralingual, context of learning and communication strategies.

### **D. Formulation of the Problems**

From the identification of problem, the researcher formulates the problem as follows:

1. What types of errors made by The Ninth Grade Students' in Writing Recount Text?
2. What are the factors that influence students' in making error in Writing Recount Text?

### **E. Objective of the Study**

Referring to the formulation of the problem, the researcher has several research objectives:

1. To identify the types of errors made by The Ninth Grade Students in Writing Recount Text at SMP Al - Azhar Syifa Budi Solo in the Academic Year 2022/2023
2. To find out the factors that influence students in making errors by The Ninth Grade Students in Writing Recount Text at SMP Al - Azhar Syifa Budi Solo in the Academic Year 2022/2023

#### **F. Benefit of the Study**

From the results of this study are expected to be useful for some people below:

##### 1. Theoretical Benefit

Researcher hope that other researchers will have additional knowledge of error analysis when using the simple past tense in writing the recount text and supposed to produce a new knowledge in teaching English as foreign language, especially in teaching writing.

##### 2. Practical Benefit

- a. For students, it helps them to understand the problems and difficulties they always face in grammar, especially the simple past tense.
- b. For the English teachers, The findings of this research will help them to develop a more practical strategy to reduce errors made by students in the simple past tense especially in recount texts.
- c. For researcher, the research can give the contribution related to the teaching writing especially in writing class.

## **G. Definition of Key Terms**

### 1. Errors

An error is a form in learner language that is inaccurate, meaning it is different from the forms used by competent speakers of the target language. (University Of Minnesota, 2021).

### 2. Error Analysis

Error analysis is a method of analyzing the error that students make in writing paragraphs and essays. Error analysis is used by applied linguists to study student error. (Mega, 2017)

### 3. Writing

Writing is a system of graphic symbols that can be used to convey meaning also Writing is the act of composing a text. (Nordquist, 2019)

### 4. Recount Text

According to Nafisah in (Husna & Multazim, 2019), a recount text is a piece of text which retells past events, it is usually in the order which something that happened. "In a recount text, the students must retell the sequence of events or experiences which they already got in the past"

### 5. Simple Past Tense

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. (EDUCATION FIRST, 2019)

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Background**

##### **1. Review on Error**

###### **a. Definition of Error**

As English Foreign Language students, most of students in Indonesia often making error in every step on learn English. Error occur naturally in the process of language learning (Karim, et al., 2018). It is because there are some different rules in their first language and their second language. According to Ellis in Mahmood (2018) Errors reflected gaps in a learners' knowledge, they occurred because the learner did not know what was correct.

Based on the explanation of error from some experts, it can concluded that an error is a deviation made by second language learner that occur naturally because the learner did not know what was correct.

###### **b. Definition of Mistakes**

Mistake has an unsystematic characteristic that indicates second language learners and native speakers' performance error (Corder S. P., 1981), Another similar definition about mistake is given by Brown (2004) who explains that mistake refers to imperfection of native speaker and second language learner in producing speech due to the

failure of knowing the system correctly, it is related to the learners' performance errors.

**c. Types of Error**

According to (Azar, 2002), types of errors are divided into thirteen types : word form, word choice, verb tense, adding a word/omitting a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

1) Singular – Plural

Singular indicate that there is one person, animal, place, thing, or idea. While Plural indicate that there is more than one.

In most cases, in order to change a singular count noun into a plural count noun, English adds the ending -s. Some nouns, however, add -es, including nouns that end in -ch (church/churches), -sh (dish/dishes), -ss (princess/princesses), and -x (fax/faxes). Other nouns that end in a consonant followed by -y, change to -ies in the plural (poppy/poppies).

However, there are many exceptions that must be learned individually with the help of a dictionary. For example, some nouns don't change spelling in the plural (sheep/sheep) or change in dissimilar ways (man/men).

Example :

a) I have a 5 *gum* (Incorrect)

I have 5 *gummies* (Correct)

b) Three *lady* in pink dress (Incorrect)

Three *ladies* in pink dress (Correct)

c) They saw four *cat* (Incorrect)

They saw four *cats* (Correct)

## 2) Word form

Many words in English refers to parts of speech and their usage. Words belong to families, and their forms must be carefully chosen. Nouns should be used as nouns, verbs should be used as verbs, adverbs should be used as adverbs and adjectives should be used as adjectives.

They're four different forms; verb, noun, adjective and adverb :

Verb	Noun	Adjective	Adverb
Act	Action	Active	Actively
Believe	Belief	Believable	Believably
Secure	Security	Secured	Securely
Succeed	Success	Successful	Successfully
Include	Inclusion	Inclusive	Inclusively

Example :

a) They don't really *believes* (Incorrect)

They don't really *beliefs* (Correct)

b) My parents gave me some *advise* (Incorrect)

My parents gave me some *advice* (Correct)

c) This statement is not *necessary* true (Incorrect)

This statement is not *necessarily* true (Correct)

### 3) Word choice

Word choice refers to the words an author uses to support their purpose in a text. Each word has specific meaning as well as connotation and denotation. The implied connotation, as well as the actual definition of the word, need to be considered by an author.

Example :

a) The journal *excepted* your article for publication. (Incorrect)

The journal *accepted* your article for publication. (Correct)

b) It was difficult to *comprehend*. (Incorrect)

It was difficult to *understand*. (Correct)

c) This patients were *defined* as having allergy. (Incorrect)

This patients were *diagnosed* as having allergy. (Correct)

### 4) Verb Tense

Verb tenses show when an action took place, as well as how long it occurred. The main verb tenses are the past, present, and future.

There are also additional aspects that provide additional details, such as how long the action happened, which action happened before, or if a past action has an impact on the present.



These grammatical aspects are simple, perfect, continuous and perfect continuous.

Example :

	Past	Present	Future
Simple	<i>I helped</i> my sister yesterday.	<i>I help</i> my sister every day.	<i>I will help</i> my sister tomorrow.
Perfect	<i>I had helped</i> my sister to go to school	<i>I have helped</i> my sister too much this week	<i>I will have helped</i> my sister a hundred times by the end of the month.
Continuous	<i>I was helping</i> my sister when he brought me iced tea	<i>I am helping</i> my sister while she fixes up our house	<i>I will be helping</i> my sister tomorrow when she goes to school.
Perfect Continuous	<i>I had been helping</i> my sister for a year before he finally thanked me.	<i>I have been helping</i> my sister since I moved in.	<i>I will have been helping</i> my sister for a year next month.

### 5) Adding a word and Omitting a word

Omission is the absence of one or more words that have to appear in a well-formed construction, Addition is the appearance of an item which must not presence in a well-formed construction (Hikmah, 2020). So in writing we must be more observant which words to delete / add so that sentences become clear and not gaps.

Example :

#### a) Adding a word :

- I want go to school (Incorrect)
- I want *to* go to school (Correct)

#### b) Omitting a word :

- She entered *to* the school (Incorrect)
- She entered the school (Correct)

### 6) Word order

The order or arrangement of words in a phrase, clause, or sentence. Word order placement are SVO (Subject, Verb, Object) , SVOA (Subject, Verb, Object, Adverb), and SVOI/D (Subject, Verb, Object, Indirect/Direct Object)

Example :

#### a) SVO

- The students listen
- She smiled to me

#### b) SVOA

- *Last night*, I dance with our parents
- The pedicab *quickly* ran after meet a police *yesterday*

c) SVO/D

- She gave chocolate to her boy (Indirect Object)
- Joko is telling him the story (Direct Object)

7) Incomplete Sentence

An incomplete sentence / or a fragment is a sentence that is not complete. Because, If the subject/verb or if the sentence does not convey a complete thought, then that sentences is incomplete.

Example :

- Won football games (Missing subject)
- The classroom full of first graders (Missing verb)
- I went to bed. Because I was tired. (Sentences fragments)

The correct are :

- Munich won football games
- The classroom were full of first graders
- I went to bed because I was tired.

8) Spelling

The main basic spelling rules of English relate to: prefixes and suffixes; spelling and plurals; doubling letters; dropping and adding letters; verb forms (Cambride Dictionary, 2023).

a) Spelling prefixes

Change the prefix *in-* to *il-*, *im-* or *ir-* when the first letter of a word is *i*, *m*, *p*, or *r*.

b) Spelling plurals

- If a word a general letter / ends in an-e just Add *-s*.
- If the ending is pronounced as 'ch' /tʃ/ or 's' /s/ or words ending in *-o* just add *-es*.
- If the word ends in a consonant plus *-y*, Change *-y* to *i* then dd *-es*

c) Spelling: doubling consonants

Double the final consonant of a word (b, d, g, l, m, n, p, r, t) when a suffix beginning with a vowel is added (*-ed*, *-er*, *-est*, *-ing*).

d) Spelling: dropping and adding letters

- When a suffix begins with a consonant (e.g. *-less*, *-ful*, *-ly*, *-ment*) don't normally drop the *-e*,
- The suffix *-ally* is added to adjectives ending in *-ic* to form adverbs.
- When we add a suffix to a word ending in a consonant + *-y*, we normally change *-y* to *i*

e) Spelling: *ie* or *ei*?

When the sound of the vowel is as in brief /i:/, spell it *ie*; but after the letter *c*, we spell it *ei*:

f) Spelling and verb forms

- The past and -ed forms are the same in regular verbs.
- We add -ed to the base form of the verb
- If the word ends in -e, just add -d
- If the word ends in a consonant + -y, change the -y to i before -ed

#### -ing forms

- The general rule is add -ing to the base form of the verb:
- If the word ends in -e, just drop the -e before -ing:
- But if the word ends in -ee, -ye, or -oe, keep the -e:
- If the word ends in -ie, change the -i to -y and drop the -e before -ing:

### 9) Punctuation

Punctuation is the tool that allows us to organize our thoughts and make it easier to review and share our ideas (University of Lynchburg, 2023).

#### a) Comma ( , )

Commas are primarily used to aid in clarity and to join two independent clauses with a conjunction. They set off introductory phrases and set off series. They also are used to separate independent and dependent clauses.

#### b) Apostrophes ( ' )

Apostrophes are used to mark possession and to mark contractions. They are also used to denote a quotation mark in material that is already being quoted.

c) Quotation marks ( “ ... “ )

Quotation marks are used to inform a reader either of something that was spoken or something that is being directly copied from another work. Quotes should also be placed around a word if it is used in a specific context or otherwise bears special attention. In informal applications, quotations can also be used to denote something that is ironic.

d) Question and exclamation ( ? ! )

Question and exclamation marks are used to note interrogative and exclamatory sentences.

e) Hyphens ( - )

Hyphens are most commonly used to pair compound words

f) Dashes ( — )

Dashes are generally not in common use but denote a tangent within a thought. There are two kinds of dashes, an “en” dash and an “em” dash. En dashes essentially are the same glyph as hyphens but fill a different purpose. Em dashes are longer, an easy way to remember is that an en dash is the length of an “n” and an Em dash is the length of an “m”.

g) Parenthesis, Bracket, Braces ( ) [ ] { }

Parenthesis note non-essential information that could be skipped without altering the meaning of a sentence. Brackets are most commonly employed in academic writing within a quotation where the writer is omitting or explaining something. In either case, the writer places a bracket within the quote [explains or places an ellipsis and] closes the bracket to continue the quote.

Braces are used quite rarely and are employed to essentially make a list within a list.

h) Ellipsis ( ... )

Ellipsis marks the omission of a word or words. If the omission includes the end of a sentence the glyph has four dots (...) instead of three.

i) Colon ( : )

Colons make the statement: note what follows. Whatever information that follows the colon must, in some way, explain, prove, or describe what ever came before it. To properly employ a colon, ensure that the clause that follows the mark is able to stand on its own (unless it is a list).

j) Semicolon ( ; )

A semicolon can be used to join two related main clauses.

10) Capitalization



In English, a capital letter is used for the first word of a sentence and for all proper nouns, use a capital to :

- The beginning of a sentence
- The first person personal pronoun
- Names and titles of people
- Titles of works, books, movies
- Months of the year
- Days of the week
- Holidays
- Names of countries and continents
- Names of regions, states, districts
- Names of cities, towns, villages
- Names of rivers, oceans, seas, lakes
- Names of geographical formations
- Adjectives relating to nationality
- Collective nouns for nationalities
- Language names
- Names of streets, buildings, parks

#### 11) Article

Articles are a type of determiner. They function like adjectives, as they modify the noun in the sentence. The only articles in English are 'the' and 'a/an'.

- a) The words *a* and *an* are indefinite article, use *a* / *an* before a noun that we don't know which person / thing mean. Used *an* to beginning a consonant / a vowels sounds.

Example :

- We need *a* ruler and *a* pencil
- I always take *an* apple to school

- b) The word *The* is definite article, use *the* before a noun when we already knows which person / things mean.

Example :

Dad is sitting in *the* garden.

## 12) Meaning not clear

Example of this error :

*He borrowed some smoke*

In this sentence, the structure is correct, however the meaning is unclear.

## 13) Run-on sentence

Example of this error:

*My roommate was sleeping, we didn't want to wake her up.*

The correct form of this sentence is *my roommate was sleeping. We didn't want to wake her up.*

**d. Factors of Errors**

The sources of grammatical errors are categorized into four, there are; interlingual transfer, intralingual transfer, context of learning, and communication strategies (Brown, 2000):

**1) Interlingual Transfer**

Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

For example: We heard English learners say “sheep” for “ship”

**2) Intralingual Transfer**

Intralingual transfer or intralingual interference the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language-is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfer-generalization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as “he goed”.

**3) Context of Learning**

Context refers to the classroom with its teacher and its material in the case of school learning. In a classroom context, the teacher or

the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading from the teacher, faulty presentation of a structure or word in textbook.

#### 4) Communication of Strategies

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error.

#### e. **Error analysis**

The learners errors which can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of study learner errors, called Error Analysis (EA) (Brown, 2000).

In the 1970s, EA supplanted Contractive Analysis (CA), which sought to predict the error that learners make by identifying the linguistic differences between L1 and the target language (Ellis, 1994).

The most obvious practical use of the analysis of errors is to the teacher (Corder, 1981). The analysis of the learner's errors give a feedback that is very useful for teachers. It can be a tool to determine the effectiveness of learning teaching used, to know the material or

discussions which are taught less than the others and this tool can be used as a reference for the implementation of remedial teaching.

## **2. Writing**

### **a. Definition of Writing**

According to Stubbs (Rahayu, 2019) that writing is a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. As cited in. Also, writing is regarded as a secondary concern that functions as a reinforcement for oral habits (Richards & Rodgers, 2014).

Writing is a process of exploring mind in written form, generalization idea, exploring mind in complex by using the correct grammatical inside. Furthermore, writing is about putting a mind in a written form based on the topic that has determined before.

### **b. The Element of Writing Paragraph**

A paragraph must have a topic and controlling idea, support, and unity. Another element that a paragraph needs is coherence.

#### 1) The topic of a paragraph

A paragraph is defined as a group of sentence that develops one main idea; in other word, a paragraph develops a topic. A topic is the subject of the paragraph; it is what the paragraph is about.

#### 2) The topic sentence

A topic sentence introduces the topic and the controlling idea about the topic. The controlling idea should be clear and focused on a particular aspect.

For example :

*Drinking coffee is bad*

This sentence has a topic-drinking coffee and controlling idea-bad but they are vague. In what way is coffee bad? For whom or what is it bad? Is drinking only a little coffee bad, or is drinking a lot of coffee bad? As you can see, this topic sentence leaves a lot of question that probably cannot be answered effectively in one paragraph. The sentence needs more focus, and that focus, and that focus can come from the controlling idea.

*Drinking over four cups of coffee a day can be harmful to pregnant woman.* In this sentences, the topic itself is narrowed down some more, and the controlling idea is more precise.

### 3) Support

Most often we use factual detail to support a point. Such detail may include facts from resource material, such as magazine, journals, and books, or details about things you or other things you or others have observed. Basically, support come from the information you used to arrive at the view you have expressed in your topic sentence.

### 4) Unity

All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization but is smaller in space so it may be simpler to consider the order as direction. Thus order chronological steps to express the idea of the written form

#### 5) Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The sentences are put in order so that the reader can understand the ideas easily.

A paragraph can be incoherent even when the principle for ordering the ideas is logical. Sometimes, as students are writing, they remember something that they wanted to say earlier and include it as they write. Unfortunately, this sentence often ends up out of place.

### 3. Simple Past Tense

The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past (Azar, 2002).

#### a. The Use of Simple Past Tense

##### 1) Completed action in the past

Use Simple Past Tense to express the idea that an action started and finished at a specific time in the past.

Example :

- I *saw* her yesterday

- I didn't play billiard yesterday
- Did you *have* dinner last night?

## 2) A Series of Completed Actions

We use Simple Past Tense to list a series of completed actions in the past. These actions happen 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and so on.

Example :

- I *finished* homework, *walked* to the garden and *found* a beauty butterfly
- He *arrived* from the railway station at 10.00, *checked* into hotel at 12.51 and *met* the others at 13.10.

## 3) Duration in the Past

Simple Past Tense can be used with a duration starts and stops in the past. A duration is longer action often indicated by expressions such as: for two years, all day, all year, etc.

Example :

- I *studied* English for four years
- We *didn't talk* each other for a month
- Joko *lived* in Kuba for two years

## 4) Habits in the Past

Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to". To make it clear that we are talking about a habit, we often add



expressions such as: always, often, usually, never, when I was younger, etc.

Example :

- Chintya *studied* Sundanese when she was a kid
- I *worked* at the ice tea after school
- Obelia never *went* to campus, he always *absent* the class.

#### 5) Past Facts and Generalizations

Simple Past can be used to describe past tense and generalizations which are no longer true. As in Use *Habits in the past*, this use of simple past is quite similar to the expression “used to”

Example :

- He didn’t like her before
- Yolanda was an outgoing kid, but now she is a shy girl.

#### b. Form of the Simple Past

Table 2. 1 Forms of Simple Past

Statement		(I-You-He-She-It- They-We)	Worked Yesterday
			Ate Breakfast
Negative		(I-You-He-She-It- They-We)	Did not work yesterday
			Did not eat yesterday
Question	Did	(I-You-He-She-It- They-We)	Work yesterday?  Eat breakfast?

Short answer	Yes,	(I-You-He-She-It- They-We)	Did
	No,		Didn't

The word *did* is **not** used with *was* and *were*

Negative (I - She - He - It) was not (wasn't) busy

(We - You - They) were not (weren't) busy

Question Was (I- She - He - It) right ?

Were (We - You - They) right ?

The simple past form ends in -ed regular verb. Most of verbs are regular, but many common verbs have irregular past form by Betty (1992:21).

Regular verbs : Study–Studied

Visit–Visited

Open–opened

Irregular verb : Win-won

Swim–swam

Sleep-slept

### c. Spelling of the Regular Simple past

Some verbs that are used can be either regular or irregular. The irregular verbs usually can be taken from the list. While the past form of the regular verb can be marked with specific suffixes. There are three spellings for the regular simple past in affirmative stamens: **-d**, **-ed**, and **ied**. Here are the rules on how to form a past verb using **-ed** pattern.

Table 2. 2 Table spelling Regular Simple Past

End of Verb	Double the Consonant	Simple Form	-ed	
-e	No	Live Smile	Lived Smiled	Just add <b>-d</b>
Two consonants	No	Work Learn	Worked Learned	If the verbs ends in two consonant, just add <b>-ed</b> .
Two vowel + one consonant	Yes	One Syllable Verbs		If the verb has one syllable and ends in one vowel+ one consonant, double the consonant to make the <b>-ed</b> form.
		Plan Stop	Planned Stopped	
	No	Two Syllable Verb		If the first syllable of two syllable verb is stressed, do not double consonant.
		Offer Visit	Offered Visited	
	Yes	Admit Prefer	Admitted Preferred	If the second syllable of a

				two syllable verb is stressed, double the consonant
-y	No	Enjoy Play	Enjoyed Played	If the verbs end in a vowel + -y, keep the -y don't change it to -i.
		Study Worry	Studied Worried	If the verb ends in a consonant + -y, change the - y to -I to make the -ed form.
-ie		Tie Die	Tied Died	Just add -d
-w -x	No	Bow Fix	Bowed Fixed	Just add -ed

#### 4. Recount Text

Recount text basically written out to express an experience of a series of related events (Knapp, 2005). A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past

Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and

feeling, usually made by narrator about the events (Saragih, Silalahi, & Pardede, 2014)

**a. Generic Structure of Recount Text**

A recount text has three main parts (Generic Structure). They are:

- 1) Orientation: the opening of the text, the introduction of the topic of the text. It give background information about who, what, where, and when.
- 2) Event: It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.
- 3) Reorientation: it is functions as the closing statement. It is a paragraph which contains a personal comment of the writer.

**b. Language Feature of Recount Text**

- 1) Use of proper noun
- 2) Use of past tenses
- 3) It's organized in a chronological order, using time connector that signal the order of sequences or events, for example: then, next, after, meanwhile.
- 4) Use of adjectives and adverbs for details.

**c. Example of recount text**

**Travel on the Train for the First Time**

<b>Structure</b>	<b>Text</b>
Orientation	Last year, I was fifteen years old. I had graduated from middle school and continue my education in

	senior high school in Yogyakarta. I was born and grew up in Surabaya. Now, I have to live in Yogyakarta with my grandparents.
Events:	<p>I went to Yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair.</p> <p>I listened to the song and I was Really enjoy when I was in the train. After 5 hours in the train, finally I arrived in Yogyakarta.</p>
Re-orientation:	I would start my new life in yogyakarta. I was really excited to start my new adventure to the new city.

Table 2. 3 Structure Recount Text

(<https://bobo.grid.id/read/083329031/3-contoh-recount-text-bahasa-inggris-beserta-struktur-dan-artinya?page=all>)

## B. Previous Related Study

There are several previous studies relate with this research. The first is a research entitled “An error analysis of the mechanics in student’s paragraph writing of recount text (A Case Study At The Eighth Grade of MTs N 2 Surakarta in Academic Year 2018/2019)” by Anggraini (2019). The purpose of this study to identify type of errors mechanic in student’s paragraph writing. This research use descriptive qualitative and used writing test &

interviews in collecting the data. Based on the research finding and discussion the result shows the total of number of errors that the researcher found is 578 error. Which error of omission (punctuation 33,91 %, capitalization 23,18 %, spelling 7,78%), error of addition (punctuation 0,86 %, capitalization 5,02 %, spelling 3,11%), error of misformation (punctuation 1,04 %, spelling 22,50%) and error of misordering (spelling 2,60%).

The second is a research entitled “An Error Analysis On The Use Of Simple Past Tense In Narrative Text Made By The Third Semester Of English Department Students At Muhammadiyah University Of Makassar” by Setti (2022) from Muhammadiyah University of Makassar. This study aimed to find out the kinds of error on the use of simple past tense in narrative text and dominant error made by the Third Semester of English. This research was descriptive research, used writing test & interviews in collecting the data. The findings of this research indicated that there were 371 total error that students made which were classified into four categories based on the surface strategy taxonomy. Those were error of omission with 88 errors, error of addition with 46 errors, misformation with 234 errors and misordering with 3 errors. The students made the dominant error in misformation category. It can be seen from the percentage result where misformation were 63%, then followed by error of omission with 24%, error of addition with 12% and misordering with 1%.

The third is a research entitled “An Error Analysis of Recount Text Written By Natural Science and Social Science Students of MAS Tahfidzul

Qu'ran Medan 2021/2022” by Febriyanti (2022) from UIN Medan Sumatera Utara. The purpose of this study is were to describe what the types of errors were found in the recount text; to find out how the errors occurred in the recount text written by students. This research is descriptive qualitative, used writing test & interviews to collect the data. Based on the research finding and discussion the result shows that there were four aspect consist omission, addition, misformation and misordering.

Fourth is a journal entitled “An Analysis Of Grammatical Errors In Writing Recount Texts Made By The Tenth Grade Students Of SMA N 1 Cluring Academic Year 2020/2021” by Suarnajaya (2021). This study aimed to find out the types of grammatical and classify the causes of the students’ errors that influenced their errors in writing recount texts. This research is descriptive qualitative, used writing test & interviews to collect the data. Based on the research finding and discussion the result shows that there were 12 types of errors, namely omission of article, omission of preposition, omission of marker, omission of conjunction, simple addition, regularization error, alternating form, misordering, word choice, spelling, punctuation, and capitalization found in the students’ recount texts.

Fifth a journal entitled “An Analysis Of Grammatical Errors In Writing Recount Text At The First Year Classes Of English Department” by Martiarini and Candra (2022). The objective of this research is to find out and analyze the types of error made by students at the first-year classes in writing a recount text. This research is descriptive qualitative, used writing test &



survey to collect the data. Based on the research finding and discussion the result shows that were several mistakes made by the students, with the total number of percentages was 76%. Of these, 76% errors including 15% errors of irregular verb usage, 12% errors of regular verb, and the type of error most often done by the students was 32% errors of word choice, 2% errors of omission, 3% errors of auxiliary verb, 5% errors of intra-lingual transfer, 2% errors of adverb, error of misordering was 5%, and error of unclear meaning was only 2%. The number errors of be was 17%, and the use of personal pronoun errors was 7%.

They're some similarities and differences between research above with this research.

No	Previous Study	Similarities	Differences
1	An Error Analysis Of The Mechanics In Student's Paragraph Writing Of Recount Text (a case study at the eighth grade of MTs N 2 Surakarta in Academic Year 2018/2019)	The method is descriptive qualitative, the technique collecting data is document and interview.	In this study to classifying the error used theory Betty Azar.
2	An Error Analysis On The Use Of Simple Past Tense In Narrative Text Made By The Third Semester Of English	Analyzing error of English paragraph writing.	The difference of this study is on focusing paragraph writing on narrative text. Meanwhile, this study

	Department Students At Muhammadiyah University Of Makassar Academic Year 2018/2019		recount text.
3	An Error Analysis Of Students' Writing Ability Of Simple Past Tense In Recount Text At The Tenth Grade SMK Harapan Kartasura Academic Year 2018/2019	The similiarity of this study is on the topic. These study focusing on error in students' writing recount text.	The difference of this study is on subject of the research. This research took tenth students in SMK Harapan Kartasura. Meanwhile, this study takes third grade students of SMP Al – Azhar Syifa Budi Solo.
4	An Analysis Of Grammatical Errors In Writing Recount Texts Made By The Tenth Grade Students Of Sman 1 Cluring Academic Year 2020/2021	The similliarity of this study is paragraph writing a recount texts.	The difference of this study is focusing on frequency and features of 19 types of errors. Meanwhile, this study focusing type of error and factor that influences students to made error.
5	An Analysis Of Grammatical Errors In Writing Recount Text At The First Year Classes Of English Department	The similliarity of this study is paragraph writing a recount texts	The difference of this study is on subject of the research. This research took at first year classes of english department Universitas Indraprasta PGRI. Meanwhile, this

			study takes third grade students of SMP Al – Azhar Syifa Budi Solo.
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## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher used descriptive qualitative research that focused on the error analysis in students' writing recount text at ninth grade SMP Al – Azhar Syifa Budi Solo in academic year 2023/2024.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Cresswell, 2014)

Qualitative research is concerned with the patterns and forms of variables (Cropley, 2021). This is qualitative research because the data were collected in the form of word rather than number. In addition, this study meant to describe the kinds of error in students' writing recount text at ninth grade SMP Al – Azhar Syifa Budi Solo in academic year 2023/2024.

## B. Research Setting

### 1. Place of the Research

This research will be conducted at SMP Al – Azhar Syifa Budi. It's located at Jalan MT. Haryono No. 82, Manahan, Solo.

### 2. Time of the Research

#### Timeline of Research Thesis

The research is carried out at SMP Al - Azhar Syifa Budi Solo

No	Activity	Nov 2022	Jan 2023	April 2023	Sep 2023	Nov 2023	Des 2023
1	Title Accepted						
2	Pre-research						
3	Write research Proposal						
4	Seminar proposal						
5	Collecting and Analysis of the Data						
6	Munaqosyah						

Table 3. 1 Timeline of research thesis

## C. Research Subject

Research subjects are things, cases, or people where the data for research variable will be explored by the researcher (Arikunto, 2010).

The research subject in this research are students of SMP Al - Azhar Syifa Budi Solo in the academic year 2023/2024. There are three classes at ninth grade SMP Al - Azhar Syifa Budi Solo; they are IX Malik, IX Bukhori and IX Muslim. The research only took one class of ninth grade student as subject of the research. The researcher did the study in IX Muslim Class as the object of this research. That class consists of 25 students.

#### **D. Data and Source of the Data**

The sources of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts (Cresswell, 2014).

The source of the data is collected from the ninth grade of SMP Al - Azhar Syifa Budi Solo. The researcher wants to analyze the errors committed by students and factor that influences students to made error.

#### **E. Research Instrument**

It is important to define the research instrument in this study. In addition, according to Arikunto (2010) in order to facilitate the researcher, research instrument is chosen as assisting tool to collect the data. The most common research instruments used in qualitative research are observation, interview, and document analysis (Ary, et al, 2010). In this study, the researcher uses observation, interviews and document analysis.

## **F. Technique of Collecting the Data**

According to (Sugiyono, 2019) data collection techniques are steps the most important in research, because the main purpose of research is to get a data.

The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information (Cresswell, 2014).

In this research, the researcher used documentation and interview as the technique of collecting the data.

### **1. Documentation**

Documentation is a data collecting technique which gets the information from various sources or document of something. (Sugiyono, 2019) state, “Document is a note of the past. Document can be in form of letter, picture, text, script, or masterpiece”. In this research, researcher collects the students’ writing of recount text about their experience. The worksheets were used to know kinds of error in recount text made by IX Muslim student of SMP Al – Azhar Syifa Budi Solo.

### **2. Interview**

Interview is a meeting of two people to exchanging information and ideas through question and answer, so meaning can be constructed in a particular topic (Sugiyono, 2019). The researcher did the interview to analyze the

data to answer the second question about the factors that influence students to make errors.

### **G. Trustworthiness of the Data**

The validity of the data is done to prove whether the research is carried out is truly scientific research as well as to test the data which is obtained (Sugiyono, 2019). Triangulation is a powerful physical measurement technique for demonstrating concurrent validity, especially in qualitative research (Cohen, 2007).

According to the preceding description, the researcher employs triangulation techniques to obtain more precise research data. The research is based on text documents written by students. The researcher then analyzes the text document for grammatical errors using the Azar's theory. The researcher then detailed the identification of grammatical errors in based on Azar's theory and factor that influence error based on Brown (2000).

Investigator triangulation is the form of triangulation used by the researcher. The researcher uses investigator triangulation to verify the validity of the data by enlisting the assistance of additional observers. The data that was discovered independently by multiple observers or by those who are more knowledgeable in the research field is preferred Silverman in Cohen (2007). The researcher chose a validator, namely Mrs. Martha Dewi Windarta, S.Pd, as a teacher at SMP Al – Azhar Syifa Budi Solo.



The data validator will review and double-check the data analyzed by the researcher. The researcher requested that validator determine if the data was included in the type of error and if the results of the calculation of the text based on the general errors of students could be confirmed. Using a grammatical, the researcher provides table data for validation and data about the type of error, allowing the validator to select the correct or incorrect data.

If the research data is accurate, the validator can provide a checklist (v); if the data is inaccurate, the validator can provide a cross or column validation description. Then, if the English writing instructor deems the data valid, the findings will be included in the research report

## **H. Technique of Analyzing the Data**

According to Miles & Huberman (1994) there were three activities in analyzing data, they were data reduction, data display and conclusion drawing/verification. In this research, after collecting the data needed, the researcher analyzed the data by using the following steps:

### **1. Data Reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appeared in written-up field notes (Miles & Huberman, 1994). In this research, the English teachers and the researcher collaborated in collecting data on activities provided by the researchers in learning process. In this case, the researcher tried to find out

some errors on students in writing by conduct writing test to determine where students made mistakes or errors.

## 2. Data Display

According to Sugiyono (2019), in qualitative research, data display was done in short explanation form, chart, categories relation, and flowchart, so on. This study displayed the data by using two steps, they were identifying the students' errors, classifying the student's errors.

### a. Identifying the students' errors

In this step, the researcher identified the students' errors by reading the students' recount text writing. After that, the researcher gave a description of students' errors by using the identification of errors suggest Corder in Elis (1981) which compared the erroneous with the correct utterance from the target language. In identifying the errors that were committed by students, the researcher helped by teacher that had good skills in English.

### b. Classifying the students' errors

In classifying students' errors, the researcher used the classification of errors suggested by Betty Azar's. The kind of classification of errors was used in this researcher were Singular-Plural, Word Form, Word Choice, Verb Tense, Adding a Word, Ommiting a Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning Not Clear Error and Run-On Sentence.

### 3. Conclusion Drawing

The last steps were conclusion drawing/verification, according to Miles and Huberman in Sugiyono (2019). The third step in qualitative analyzing data was by drawing conclusion and doing verification. The conclusion of findings were drawn by counting the total number of students' error that have been classified.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

In this chapter, the researcher gathered the data from the research. The data collected were committed to replying the formulation of the problem of what are the categories of error and what are the factors that makes students make error in writing recount text at the ninth grade at SMP Al – Azhar Syifa Budi Solo. The findings of this research were taken from the analysis of recount text from 23 students of IX Bukhori in SMP Al – Azhar Syifa Budi Solo. To show the result of the research clearly, those findings are categorized based on the formulation of the problems follows:

##### **1. Categories of errors found in students' writing recount text**

There are fourteen categories of errors found in students' writing recount text based on Azar (2002). The researcher found 184 error from 23 students' writing recount text. The researcher using coding S.1-S.23 as student 1-23 to make identification easier. In present the result of the research findings the researcher using the table that showed categories of a error, error analysis based on the students' writing recount text.

##### **a. Singular – Plural**

Singular indicate that there is one person, animal, place, thing, or idea.

While Plural indicate that there is more than one.

In most cases, in order to change a singular count noun into a plural count noun, English adds the ending -s. Some nouns, however, add -es, including nouns that end in -ch (church/churches), -sh (dish/dishes), -ss (princess/princesses), and -x (fax/faxes). Other nouns that end in a consonant followed by -y, change to -ies in the plural (poppy/poppies). Some nouns don't change spelling in the plural (sheep/sheep) or change in dissimilar ways (man/men).

**Table 4. 1 The error of Singular - Plural in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Singular - Plural Error	<p>a. Me and my friend had some <b>plan</b> (S.11)</p> <p>b. After doing some video <b>task</b> (S.11)</p> <p>c. We harvest some <b>apple</b> (S.17)</p> <p>d. There so many <b>car</b> (S.18)</p> <p>e. Because, holiday are so fun (S.22)</p>	<p>a. I and my friend had <i>some</i> <b>plans</b> (S.11)</p> <p>b. After, we doing <i>some</i> video <b>tasks</b> (S.11)</p> <p>c. We harvest <i>some</i> <b>apples</b> (S.17)</p> <p>d. There <b>are</b> so <i>many</i> <b>cars</b> (S.18)</p> <p>e. Because, <b>holidays</b> are fun (S.22)</p>

The students did not write plural nouns when describing plural objects in the sentences. For example:

1. Me and my friend had some plan (S.11)

It was an error because the sentences indicate plural ('some') and student did not put -s in the noun of sentences.

## 2. There so many car (S.18)

It was an error because the sentences indicate plural ('*many*'), student did not put plural verb (*are*) and did not put –s in the noun of sentence.

## 3. Because, holiday are so fun (S.22)

It was an error because the sentences indicate plural-verb ('*are*') and did not put –s in the noun of sentence.

The researcher found the number of errors in singular plural types is 14 errors

## b. Word Form

Word form is an error that results from the word's form. The students should write the correct form in the sentences. They should write nouns if they mean to write person, place, or thing. When they mean to write action, they should write verb. Then, they should write an adjective to describe a noun.

**Table 4. 2 The error of Word Form in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Word Form Error	<p>a. It's added the <b>beautiful</b> of the view. (S.1)</p> <p><b>b.</b> We looked at lake <b>in front off</b> a house (S.2)</p> <p><b>c.</b> Then, we <b>doing</b> the video task (S.11)</p>	<p>a. It's added the <b>beauty</b> of the view. (S.1)</p> <p><b>b.</b> We looked at lake <b>in front of</b> a house (S.2)</p> <p><b>c.</b> Then, we <b>do</b> the video task (S.11)</p>

	<p><b>d.</b> Then, we went to Lotte Avenue Mall to <b>eating</b> lunch and <b>shopping</b> until night. (S.13)</p> <p><b>e.</b> I was <b>play</b> on the beach and after that, I took a bath (S.15)</p>	<p><b>d.</b> Then, we went to Lotte Avenue Mall to <b>eat</b> lunch and <b>shop</b> until night. (S.13)</p> <p><b>e.</b> I was <b>playing</b> on the beach and after that, I took a bath (S.15)</p>
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The students did not write the correct form in the sentence. For example :

1. It's added the **beautiful** of the view. (S.1)

The sentence has a word form error whereas adjective *beautiful* after 'the' is supposed to be a noun *beauty*.

2. Then, we **doing** the video task (S.11)

The sentence has a word form error whereas gerund *doing* after subject 'we' is supposed to be an infinitive or bare verb *do*.

3. I was **play** on the beach and after that, I took a bath (S.15)

The word word form error is in *play* whereas the word *play* should be in gerund— *playing*, for the function in the sentence is as a noun.

The researcher found the number of errors in word form types is 9 errors.

## c. Word choice

Word choice refers to the words an author uses to support their purpose in a text. Each word has specific meaning as well as connotation and denotation. The implied connotation, as well as the actual definition of the word, need to be considered by an author.

**Table 4. 3 The error of Word choice in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Word Choice Error	<p>a. We went to the swimming pool <b>at</b> 06.00 am to 09.00 am. (S.2)</p> <p>b. We split <b>our to</b> two teams (S.14)</p> <p>c. <b>Me</b> and my sister were <b>sat at</b> a shady place. (S.19)</p> <p>d. After that, I <b>back</b> to the hotel. (S.22)</p> <p>e. I bought <b>much</b> chocolate in there. (S.23)</p>	<p>a. We went to the swimming pool <b>from</b> 06.00 am to 09.00 am. (S.2)</p> <p>b. We split <b>into</b> two teams (S.14)</p> <p>c. <b>I</b> and My sister were <b>sitting in</b> a shady place. (S.19)</p> <p>d. After that, I <b>returned to</b> the hotel. (S.22)</p> <p>e. I bought <b>a lot of</b> chocolate in there. (S.23)</p>

The students did not choose the words correctly in the sentences.

For example:

1. We went to the swimming pool **at** 06.00 am to 09.00 am. (S.2)

This sentence is incorrect in the preposition, this using *at* instead of *from*.

2. After that, I **back** to the hotel. (S.22)



This sentence a word choice error whereas *back* is better be replaced with *returned*.

3. I bought **much** chocolate in there. (S.23)

This sentence is incorrect in the quantify determiner, this sentence used uncountable noun (much) instead of countable nouns (a lot of)

The researcher found the number of errors in word choice types is 30 errors

d. Verb Tense

Verb tenses show when an action took place, as well as how long it occurred. There are also additional aspects that provide additional details, such as how long the action happened, which action happened before, or if a past action has an impact on the present. While, in the recount text mostly use of **past tenses**.

**Table 4. 4 The error of Verb Tense in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Verb Tense Error	<p>a. We <b>build</b> a city from sand (S.1)</p> <p>b. I wish I <b>can went</b> to bali again. (S.1)</p> <p>c. We <b>eat</b> at Kopi Klotok. (S.5)</p> <p>d. We went to Malang at 6:00 a.m. from Danar Hadi and <b>transit</b> in Surabaya. (S.6)</p>	<p>a. We <b>built</b> a city from sand (S.1)</p> <p>b. I wish I <b>could go</b> to Bali again. (S.1)</p> <p>c. We <b>ate</b> at Kopi Klotok. (S.5)</p> <p>d. We went to Malang at 6:00 a.m. from Danar Hadi and <b>transited</b> in Surabaya. (S.6)</p>

	<p>e. I will <b>remembered</b> this moment in my entire life. (S.13)</p>	<p>e. I will <b>remember</b> this moment in my entire life. (S.13)</p>
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The students did not write verbs correctly in the sentences. For example:

1. We build a city from sand (S.1)

This sentence talks about things that already happened in the past. So, it becomes error because verb of the sentences is indicate a present verb (build) it should be a past verb (built)

2. We went to Malang at 6:00 a.m. from Danar Hadi and transit in Surabaya. (S.6)

This sentence talks about things that already happened in the past. So, it becomes error because verb of the sentences is indicate a present verb (transit) it should be a past verb (transited)

3. I will remembered this moment in *my entire life*.

This sentence talks about things that happen in the present future. So, it becomes error because verb of the sentences is indicate a past verb (remembered) it should be a present verb (remember).

The researcher found the number of errors in verb tense types is 29 errors.

## e. Adding a Word

Addition is the appearance of an item which must not presence in a well-formed construction

**Table 4. 5**The error of Adding a Word in Students' Writing Recount Text

Categories of Error	Error Analysis	Corrected Error
Adding a word Error	<p><b>a.</b> We went to Denpasar and <b>took</b> rested at the hotel. (S.1)</p> <p><b>b.</b> We went <b>to</b> home at 1:00 pm. (S.2)</p> <p><b>c.</b> Then, after <b>took</b> 30 minutes, the AESPA came. (S.13)</p> <p><b>d.</b> That was a long time for a toilet <b>queue</b> line. (S.19)</p> <p><b>e.</b> The main reason <b>why</b> we went to Singapore was to watch the U2 concert. (S.20)</p>	<p><b>a.</b> We went to Denpasar and rested at the hotel. (S.1)</p> <p><b>b.</b> We went home at 1:00 pm. (S.2)</p> <p><b>c.</b> Then, after 30 minutes, the AESPA came. (S.13)</p> <p><b>d.</b> That was a long time for a toilet line. (S.19)</p> <p><b>e.</b> The main reason we went to Singapore was to watch the U2 concert. (S.20)</p>

The students added words where they were not necessary. For example:

1. We went to Denpasar and **took** rested at the hotel. (S.1)

In the sentences there are double verb (took-rested). So, the word **took** is not necessary.

2. We went **to** home at 1:00 pm. (S.2)

The word *to* is not necessary, and thus needs to be omitted.

3. The main reason **why** we went to Singapore was to watch the U2 concert. (S.20)

The word *why* is not necessary, and thus needs to be omitted.

The researcher found the number of errors in adding a word types is 15 errors.

f. Omitting a Word

Omission is the absence of one or more words that have to appear in a well-formed construction

**Table 4. 6 The error of Omitting a word in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Omitting a Word Error	<p><b>a.</b> Yeah, we tired, but it fun. (S.1)</p> <p><b>b.</b> We looked a lake in front of a house. (S.2)</p> <p><b>c.</b> Third day, we went to Kampong Chocolate. (S.6)</p> <p><b>d.</b> The race was intense, in the end I lost. (S.9)</p> <p><b>e.</b> The event started 11 p.m. (S.22)</p>	<p><b>a.</b> Yeah, we <b>were</b> tired, but it <b>was</b> fun. (S.1)</p> <p><b>b.</b> We looked <b>at</b> a lake in front of a house. (S.2)</p> <p><b>c.</b> <b>On the</b> third day, we went to Kampong Chocolate. (S.6)</p> <p><b>d.</b> The race was intense, <b>but</b> in the end I lost. (S.9)</p> <p><b>e.</b> The event started <b>at</b> 11 p.m. (S.22)</p>

The students omitted words where they were needed. For example :

1. Yeah, we tired, but it fun. (S.1)

Word tired/fun is describe the subject feeling not the object. So, this sentence needs (*were*) & (*was*) to be added as the verb.

2. The race was intense, in the end I lost. (S.9)

This sentence need a conjunction (but) to connecting two clauses in the sentence.

3. The event started 11 p.m. (S.22)

This sentence need a preposition of time (at) to describing when something happens.

The researcher found the number of errors in omitting a word types is 21 errors.

g. Word Order

The order or arrangement of words in a phrase, clause, or sentence.

Word order placement are SVO (Subject, Verb, Object), SVOA (Subject, Verb, Object, Adverb), and SVOI/D (Subject, Verb, Object, Indirect/Direct Object).

**Table 4. 7 The error of Word Order in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Word Order Error	<p>a. We <b>finally</b> back to solo (S.3)</p> <p>b. We bought some noodle <i>in beach</i>. <b>And</b> drank some coconut (S.3)</p>	<p>a. <b>Finally</b>, we back to solo (S.3)</p> <p>b. We bought some noodle and drank some coconut in the beach. (S.3)</p>

The students misplaced the word when writing in the sentences.

For example:

1. We finally back to solo (S.3)

This sentences put the conjunction in the middle of Subject and Verb. So, it becomes an error arrangement of words in sentence.

2. We bought some noodle in beach. And drank some coconut (S.3)

This sentence put the adverb of place in the middle clauses, so it becomes an error word order.

The researcher found the number of errors in word order types is 2 errors.

#### h. Incomplete Sentence

An incomplete sentence / or a fragment is a sentence that is not complete. Because, If the subject/verb or if the sentence does not convey a complete thought, then that sentences is incomplete.

**Table 4. 8 The error of Incomplete Sentence in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Incomplete Sentence Error	a. We bought some noodle in beach. <b>And</b> drank some coconut (S.3) b. We not see the cosplayer (S.11) c. We went to Ice BSD, and it crowded. (S.13)	a. We bought some noodle <b>and</b> drank some coconut in the beach (S.3) b. We <b>did</b> not see the cosplayer (S.11) c. We went to Ice BSD, and it <b>was</b> crowded. (S.13)

	d. <b>Then</b> I went home (S.15) e. <b>But</b> I'am so happy. <b>because</b> I can go on a trip (S.17)	d. I went home (S.15) e. I'am so happy <b>because</b> I can go on a trip (S.17)
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The students did not write completely when writing in the sentences. For example:

1. We bought some noodle in beach. And drank some coconut (S.03)

The sentence begins with the conjunction (And) but has no other clauses to be connected, so it becomes an incomplete sentence. It also error in word order.

2. We not see the cosplayer (S.11)

This sentence doesn't covey a complete though because missing a Subject in the sentences.

3. We went to Ice BSD, and it crowded. (S.13)

This sentence doesn't covey a complete though because a missing a Verb be.

The researcher found the number of errors in incomplete sentences types is 13 errors.

#### i. Spelling

Spellings are crucial because they assist us connect letters and sounds, and later words and sentences.

**Table 4. 9 The error of Spelling in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
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Spelling Error	<p><b>a.</b> My race in <b>Sirkuit</b> GDS Klaten (S.9)</p> <p><b>b.</b> <b>becaus</b> this drag bike (S.9)</p> <p><b>c.</b> <b>Finaly</b> we go back to the school. (S.11)</p> <p><b>d.</b> Last <b>monts</b>, I went to Surabaya. (S.12)</p> <p><b>e.</b> Five <b>peoploe</b> in each team (S.14)</p>	<p><b>a.</b> My race in <b>Circuit</b> GDS Klaten (S.9)</p> <p><b>b.</b> <b>because</b> this drag bike (S.9)</p> <p><b>c.</b> <b>Finally</b> we go back to the school. (S.11)</p> <p><b>d.</b> Last <b>month</b>, I went to Surabaya. (S.12)</p> <p><b>e.</b> Five <b>people</b> in each team (S.14)</p>
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The students misspelled the words. For example :

1. My race in **Sirkuit** GDS Klaten (S.9)

The word *sirkuit* is misspelled because this word is a native language.

2. Last **monts**, I went to Surabaya. (S.12)

The word *monts* is misspelled, the correct is *month*.

3. Five **peoploe** in each team (S.14)

The word *peoploe* is misspelled, the correct is *people*.

The researcher found the number of errors in spelling types is 22 errors.

- j. Punctuation

Punctuation is the tool that allows us to organize our thoughts and make it easier to review and share our ideas.



**Table 4. 10 The error of Punctuation in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Punctuation Error	<p>a. Our first destination is Pandhawa beach! (S.1)</p> <p>b. I felt so happy but tired. (S.5)</p> <p>c. I went to Jakarta with my parents we went there by plane. (S.13)</p> <p>d. I cant forget this moment (S.13)</p> <p>e. I went to Jakarta to watch my favorite Kpop group. (S.19)</p>	<p>a. Our first destination is Pandhawa beach. (S.1)</p> <p>b. I felt so happy, but tired. (S.5)</p> <p>c. I went to Jakarta with my parents; we went there by plane. (S.13)</p> <p>d. I can't forget this moment (S.13)</p> <p>e. I went to Jakarta to watch my favorite K-pop group. (S.19)</p>

The students did not write the punctuation in its place. For example:

1. Our first destination is Pandhawa beach!

This sentence is statement sentence isn't exclamatory sentences, so punctuation '!' changes with '.'

2. I went to Jakarta with my parents we went there by plane. (S.13)

This sentence contains two related clauses. So, it's need a semicolon ';' in the middle of clauses to join two related main clauses into one compound sentence.

3. I went to Jakarta to watch my favorite **Kpop** group. (S.19)

The word Kpop contains two word; *korea* and *pop*. So, it's need '-' to pair compound words.

The researcher found the number of errors in punctuation types is 6 errors.

k. Capitalization

In English, a capital letter is used for the first word of a sentence and for all proper nouns, use a capital to: Names and titles of people, Months of the year, Names of countries, etc.

**Table 4. 11 The error of Capitalization in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Capitalization Error	<p>a. We went to <b>adi sumarmo airport</b>, we flew with <b>lion air</b>. (S.1)</p> <p>b. We watched <b>tv</b> and played uno (S.6)</p> <p>c. We went to <b>koarmada II marine base</b> at 9 a.m. (S.17)</p> <p>d. My trip to <b>singapore</b> (S.20)</p> <p>e. I went to <b>mall tunjungan plaza</b>. (S.22)</p>	<p>a. We went to <b>Adi Sumarmo Airport</b>, we flew with <b>Lion Air</b>. (S.1)</p> <p>b. We watched <b>TV</b> and played <b>UNO</b> (S.6)</p> <p>c. We went to <b>Koarmada II Marine Base</b> at 9 a.m. (S.17)</p> <p>d. My trip to <b>Singapore</b> (S.20)</p> <p>e. I went to <b>Mall Tunjungan Plaza</b>. (S.22)</p>

The students did not write a capital letter in proper nouns in the sentences. For example:

1. We went to **adi sumarmo airport**, we flew with **lion air**(S.1)

It is indicate a name of building (proper noun). So, in text should put a capital letter in front of the word proper noun.

2. We watched **tv** and played **uno** (S.6)

Abbreviated word include an acronyms, which consist of the initial letter of each word are written in capital letters.

3. I went to **mall tunjungan plaza**. (S.22)

It is indicate a name of building (proper noun). So, in text should put a capital letter in front of the word proper noun.

The researcher found the number of errors in capitalization types is 15 errors.

1. Article

Articles are a type of determiner. They function like adjectives, as they modify the noun in the sentence. The only articles in English are ‘the’ and ‘a/an’.

The word “*a/an*” are indenfinite article it used for non-specific thing while the word “*the*” is definite article it used for specific thing.

**Table 4. 12 The error of Article in Students’ Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Article Error	<p><b>a.</b> I went inside <b>a</b> Ice BSD Jakarta. (S.19)</p> <p><b>b.</b> We went to Singapore to watch <b>a</b> U2 concert. (S.20)</p>	<p><b>a.</b> I went inside <b>the</b> Ice BSD Jakarta. (S.19)</p> <p><b>b.</b> We went to Singapore to watch <b>the</b> U2 concert. (S.20)</p>

The students did not write the article correctly in the sentences. For example:

1. I went inside *a* Ice BSD *Jakarta*. (S.19)

This sentence it can be seen that mention thing with specifically, so the use of idenfinite (a) is incorrect. So, It should use definite article (the) used before noun.

2. We went to Singapore to watch *a* U2 concert. (S.20)

This sentence also mention thing that reader already knows, so the use of idenfinite (a) is incorrect. So, It should use definite article (the) used before noun.

The researcher found the number of errors in article types is 2 errors.

m. Meaning not Clear

Meaning not clear is not clear to the mind and is difficult to comprehend. (Ali, 2020). The students should write the sentence with clear meaning.

**Table 4. 13 The error of Meaning not Clear in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Meaning not Clear Error	<p>a. I wish I <b>can went</b> to Bali again. (S.1)</p> <p><b>b.</b> I went in home im go to in my room and I sleep (S.4)</p>	<p>a. I wish I <b>could go</b> to Bali again. (S.1)</p> <p><b>b.</b> I came home <b>and</b> went to my room to sleep. (S.4)</p>

The students did not write the sentence with clear meaning. For example:

1. I wish I can went to Bali again. (S.1)

In this sentence, the structure is correct, however the meaning is unclear because the use of tense is incorrect.

2. I went in home im go to in my room and I sleep (S.4)

In the sentence need a conjunction (and) to connect phrase, correct the use of word choice & tense to have a clear meaning.

The researcher found the number of errors in meaning not clear types is 2 errors.

#### n. Run-on Sentence

A run-on sentence happens when two or more independent clauses (also known as complete sentences) are incorrectly connected (Center, 2021)

**Table 4. 14 The error of Run-on Sentence in Students' Writing Recount Text**

Categories of Error	Error Analysis	Corrected Error
Run-on Sentence Error	<ol style="list-style-type: none"> <li>a. Before we went back home we bought some gifts. (S.1)</li> <li>b. On Saturday last week I went to Klaten. (S.2)</li> <li>c. We went there by motorcycle, We went there at 7 o'clock in the morning.</li> </ol>	<ol style="list-style-type: none"> <li>a. Before we went back home, we bought some gifts. (S.1)</li> <li>b. On Saturday last week, I went to Klaten. (S.2)</li> <li>c. We went there by motorcycle. We went there at 7 o'clock in the morning.</li> </ol>

	(S.4) d. My mother taught me how to ride it slowly, At first, it was hard, but I tried. (S.7) e. We were so tired so we decided to take a rest. (S.22)	(S.4) d. My mother taught me how to ride it slowly. At first, it was hard, but I tried. (S.7) e. We were so tired. So, we decided to take a rest. (S.22)
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The students wrongly combined the independent clauses because of a misplaced comma. For example:

1. My mother taught me how to ride it slowly, At first, it was hard, but I tried. (S.7)

The sentence should be stopped as there is no conjunction found to connect it with the next clause. The use of comma instead of full stop makes this construction turn into run-on sentence

The students also combined the independent clauses without punctuation or conjunction. For example:

2. We were so tired *so* we decided to take a rest. (S.22)

This sentence is classified as a run-on sentence because before ‘*so*’ there was not found a full stop where it is supposed to be.

The researcher found the number of errors in meaning not clear types is 6 errors.

## 2. The factors that influence students to make error

The second formulation of the problem is about the factors that influence students to make error. In this study, the researcher used interview to

answer the formulation of the problem. Based on the theory from (Brown, 2000), there are fourth main causes of errors, Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication of Strategies. Interlingual error is an error which results from language transfer, which is caused by the learner's native language, Intralingual error is one which results from faulty or partial learning of the target language, rather than from language transfer, Context of Learning error refers to the classroom with its teacher and its material in the case of school learning. While, Communication of Strategies are defined and relate to learning style.

#### 1. Intralingual Errors

Intralingual interference 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 interview with students:

First student stated that recount text, tense (simple past tense) and construct words is hard to be understood:

*“Ya, saya tidak pandai merangkai kalimat ataupun kosakata. Mesti cerita ku (recount text) tidak akan nyambung /verbnya tidak benar.”*

(“Yes, I am not mastered at constructing sentences or vocabulary. My story (recount text) will not connect / the verbs are not correct.”)

Also the second student said that :

*“Kurang banyak mengetahui kata dalam Bahasa Inggris, sehingga membaca dan mengartikan sedikit kesulitan”*

(“Didn't know many English words, so reading and interpreting was a little difficult”)

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

## 2. Interlingual Interference

Another cause of error is interlingual. Errors occur when the learner's habits (patterns, systems, or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. It is evident from the interview with students.:

The third students said that:

*“Ya terpengaruh, karna dalam menyusun kalimat dibuat versi indo-nya dulu baru diganti dengan versi Inggris”*

(“Yes, it is affected, because in composing sentences, the Bahasa version is made first and then replaced with the English version.”)

The fourth student said that:

*“Cara saya merangkai kalimat dengan membuat kalimat dengan bahasa Indonesia terlebih dahulu lalu mengubahnya ke Bahasa*



*inggris. Ya, untuk beberapa kalimat masih menggunakan Bahasa Indonesia”*

(“The way I construct sentences is by making sentences in Indonesian first and then converting them to English. Yes, for some sentences I still use Indonesian”)

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

### 3. Context of Learning

Context of Learning is the source of errors caused by the learners’ misinterpretation of the teacher’s explanation and textbook or an inappropriate pattern contextualization. It can be seen below:

First student said that :

*“Aku belum mengerti ketika guru menjelaskan tentang past tense, sehingga aku masih bingung untuk menyusun kalimat bahasa inggris dalam teks.”*

(“I didn't understand when the teacher explained about the past tense, so I was still confused about how to construct English sentences in the text.”)

Also fifth students said that :

*“Saya tidak mengerti ketika guru menjelaskan pelajaran itu karena materinya membingungkan..”*

“I don't understand when the teacher explains the lesson because the material is confusing..”)

#### 4. Communication of Strategies

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. It is evident from the interview with students:

The second students said that :

*“Metode yang sering diajarkan guru menjelaskan, memberi contoh lalu mengerjakan soal (group work-TPS), sehingga seringkali proses pembelajaran tidak selesai tepat waktu”*

“The method that is often taught by teachers is explaining, giving examples and then working on problems (group work-TPS), so often the learning process is not completed on time.”)

Also the third student said that:

*“Metode mengajar group work (Think Pair Share), seringkali menggantungkan teman yang lebih pintar dalam berkelompok”*

“Group work teaching method (Think Pair Share), often relying on friends who are smarter in groups”)

## **B. Discussion**

This research was conducted from 12th to 26th September 2023 using descriptive qualitative techniques. Researchers collected 23 recount text papers by reading them repeatedly. The data collected were students' errors in writing their recount text. The errors classified based Azar's (2002).

Based on the results of data analysis, it is concluded that the grade IX Bukhori of SMP Al – Azhar Syifa Budi in the Academic Year 2022/2023 made some errors in writing the recount text. Based on data, there were four teen types of error that occurred in their recount text; Singular-Plural Error, Word Form Error, Word Choice Error, Verb Tense Error, Adding a Word Error, Ommiting a Word, Word Order Error, Incomplete Sentence Error, Spelling Error, Punctuation Error, Capitalization Error, Article Error, Meaning Not Clear Error and Run-On Sentence. The most common errors made by students is Word Choice (30 Errors) while the least error is Article Error & Meaning Not Clear (2 Error)

In addition to the types of errors, the researcher also identified factors that influence of students' in making errors that occurred when writing a recount text. The findings were carried out through interviews with students regarding related these problems. It was concluded that students tend to make errors because of intra-lingual interference, inter-lingual interference, context of learning and communication of strategies.

The learner must follow the proper English rules in order to produce writing. They must comply with all written guidelines in order to using correct

English. Errors will cause the writing to be ineffective and the message are not conveyed well by the reader. So, accuracy and understanding of grammatical writing are needed to produce well-structured writing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the students from the writing test and interview, the writer's research found the types of error made by the students in writing recount text and factors that influence students' in making error in writing recount text. The conclusions are as follows:

The researcher concluded that the grade IX Bukhori of SMP Al – Azhar Syifa Budi still made of errors on grammatical of writing skill in their recount text. The researcher found 184 error from 23 students' writing recount text, There were 14 types of errors based on Azar (2002); 13 errors of Singular-Plural, 9 errors of Word Form, 31 of errors Word Choice, 29 errors of Verb Tense, 15 errors of Adding a Word, 21 errors of Ommiting a Word, 2 error of Word Order, 11 Errors of Incomplete Sentence, 22 Errors of Spelling Error, 6 Errors of Punctuation, 15 Errors of Capitalization, 2 Errors of Article, 2 Errors of Meaning Not Clear and 6 Errors of Run-On Sentence. From the data above, it can be seen that Word Choice error was the highest number of errors made by the students. It was followed by Verb Tense error, Spelling Error, Ommiting a Word Error, Adding a Word Error, Capitalization Error, Word Form Error, Run-on Sentence and the last as the lowest is Artucle Error & Meaning Not Clear.

The causes of errors that occurred in the recount text written by grade IX Bukhori of SMP Al – Azhar Syifa students were interlingual transfer,

intralingual transfer, context of learning and communication of strategies. 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), the ways of delivering material from teacher that were not optimal for students (context of learning) and learning style that can cause students make an error (communication of strategies).

## **B. Suggestion**

Based on the conclusion that the researcher stated above, the researcher gives some suggestions as below:

### 1. For the students

The students should only depend a little on habit in the first language. Some rules are different in English. Thus, when they bring their first language habit to English, they should check whether it is right or wrong.

Also, they should learn more about the use of past tense to avoid committing errors in writing recount text since those two cannot be separated.

### 2. For the teachers

For the teachers they should improve their teaching techniques by preparing systematic materials and more practices in order to make the students understand the materials more and also help the students to reduce the errors which are often made by them.

### 3. For the other researchers

For the next researcher, hopefully, this research can be useful as their references to conduct other research in different aspect of grammar.

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# **APPENDICES**

**APPENDIX 1****THE STUDENT ATTENDANCE****Kelas : IX Bukhori**

No.	Nama Siswa	L/P
1	Affifah Ghaniyah Khairunnisa	P
2	Aisha Azzahra Athariyah	P
3	Akhtar Emerald Kayana Hadi	L
4	Amin Bahri Sholahuddin	L
5	Anindri Nur Aatikah	P
6	Ardana Wira Yudhanto	L
7	Ardian Raffa Syahdana	L
8	Audrea Kalea Dewi	P
9	Carrisa Arumi Nareswari	P
10	Danish Arshia Ardy	L
11	Devanza Rezzakben Artha	L
12	Falah Dillan	L
13	Haula Larasati	P
14	Keisya Aleana Jasmine Prayogi	P
15	Kiara Nara Aisha	P
16	Muhammad Farrel Aryansah	L
17	Muhammad Khalifah Tungga	L
18	Muhammad Maajid Manaaf	L
19	Muhammad Yastar Afif	L
20	Muhammad Zidane Immawan	L
21	Nayla Kirana Larasati	P
22	Raiqa Mazaya Fatin Muqofa	P
23	Risang Gading Bhakmakerti	L
24	Syahla Nabila	P
25	Zaira Brilliant Jaya	P
26	Alzaidi Aqilah Muhammad Widiyanto	L

APPENDIX 2

STUDENTS' WORKSHEET OF WRITING RECOUNT TEXT

St. 01

WORKSHEET

Nama : Ardana Wira Subrata
Numb. : 0706010001
Classes : 0706010001

Write a recount text about your unforgettable moment in the past. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

BALI!!

Orientation :

About 4 month ago I went with my family to Bali. We go to Bali 2 day after Idul Fitri. We receive 2 days before leave in morning we went to Adi Sumarmo airport, we flew with Lion air. It took 1 hour past 15 min

Events :

After 1 hour we arrive at I Gusti Ngurah Rai airport. How so many foreign people in there. Our first destination is Pundhawa beach. In there we ate fish and shrimp. Very delicious and fresh! It's very hot but we play water in beach. After he played on beach we went to Denpasar to rest in hotel. It was near Kuta beach. The next day we went to Kuta beach a lot of people played surf also we buy a city from some souvenir. We went to beach walk. It was small near Kuta. I bought a hotel and we ate a very delicious ice cream called stone ice cream. I forget in after noon we went to Seminyak beach to see sunset. It's beautiful and there is a plane. We saw a plane too. It's the beautiful of the view. Almost forget, we are saw. Recall. I saw a snake. There is a fire a monkey. Very wow.

Re-orientation :

The last day in Bali before we went back home, we bought some gift in local market. After bought gift we went to airport and went back home. Yeah we had fun but it's fun that's all. I wish I could go again.

WORKSHEET

Nama : ...Aisha.....

Numb. : ...02.....

Classes : ...9. Bukhori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

.....My fun Activity.....

Orientation :

On Saturday last week I went to Klaten with my family. We went there by car.

Events :

First we went to swimming pool at 06.00 am to 09.00 am. In there we swam together. After finished we ate a noodle. After that we went to my cousin house. We arrived at my cousin house at 09.30 am. After that we met my cousin and we were talking together. Then I played a sand with my little brother. And we looked a lake in front of a house. We prayed dhuhur at 12.00 pm. After that we took bre before want to went home.

Re-orientation :

Finally, at the end we went to home at 01.00 pm. And at 03.00 pm we want to prayed Ashar. Finish, we were continue our way home. We Arrived at the home at 06.00 pm.



## WORKSHEET

Nama : Akhtar .....

Numb. : ? .....

Classes : 9. BUKHARI .....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My trip to Jepara

## Orientation :

Last month I went to Jepara. I went to Jepara with my family. I and my family went there by a little bus. I went to Jepara in Saturday morning.

## Events :

We arrived at the hotel at 2pm. After that we continued to go to beach. Then we bought some food in beach area. I played in beach with my brothers. We swim in the evening in the beach. After that we relaxed on the beach. Next we went to the restaurant to have dinner. In the night I drank coffee with my brothers. In the next day I ate some food for breakfast. I ate food in the hotel restaurant. Then I and my father walked in the beach. We bought some noodle in beach. And we drank some coconut water.

## Re-orientation :

After all of activity we finally went back to solo. I felt so tired but I'm happy. We arrived at home in the evening.



## WORKSHEET

Nama : Amin bahri sholahuddin  
 Numb. : 4  
 Classes : 9 Bukhari

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

## My Space Time

### Orientation :

Last week, I went to Gunung kidul with my friend. We went there by motorcycle, we went there at 7 o'clock in the morning.

### Events :

We gather up at my house at 7.30 o'clock, we went to gunung kidul at 8 o'clock we arrived at gunung kidul at 9.30 o'clock we go to beach after from beach we eating in restorand. and we went go to home. My friend motorcycle has a problem I go to garage motorcycle at 01.00 o'clock.

### Re-orientation:

I in home at 05.00 pm o'clock, ~~went~~ I went in home

I go to my Room and I sleep

(4) (5) fell (3) (2)

## WORKSHEET

Nama : Amindri Nur A.....

Numb. : 05.....

Classes : 9 Bukhori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Trip To Jogja.....

**Orientation :**

Last week, I went to Jogja with my family. In there we holiday. we went there by car.

**Events :**

We arrived at Jogja at 11 p.m. After we arrived we eat at kopi klotok. So many people in there. In there we tried fried banana. That's so delicious. After that we went to hotel. we arrived in hotel at 1.30 p.m. we break in hotel until 5 p.m. After that we went to the mall. In mall we eat ramen and sushi. After eat we sight seeing in mall. we bought Sweater and shoes. We went to saev singing competition at mall until 9 p.m. And then we back to the hotel and sleep.

**Re-orientation :**

Finally, At the end, we check out from hotel and we back to solo. at 4 p.m. I felt so happy but tired.



## WORKSHEET

Nama : Raffa.....  
 Numb. : 7.....  
 Classes : 9 bukhori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

my trip to Malang

## Orientation:

7 month ago i went to Malang with all 8 and 9 grade in my school we went to there by bus.

## Events:

We went to Malang at 06.00 am from Jantar Hadi and transit in Surabaya we went to kosmasa II at 09.00 am. We studied about warship in Surabaya. After that we went to Malang at 03.00 pm and we went to museum angkut in museum angkut we saw old transportation and i bought some drinks in there. We went to hotel at 07.00 pm and dinner there and we watched tv and play uno.

second day went to apple garden and latim park 3 there we had dinosaur in dinner at de lina. in third day we went to kampung chocolate i bought some chocolate there.

## Re-orientation:

We back to solo at 10.00 p.m. i felt so tired but i happy.

## WORKSHEET

Nama : Carissa Arumi, N (caca)

Numb. : 9 (sembilan)

Classes : 9 Bukhori

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My first time riding a motorcycle.

**Orientation :**

" Few months ago, I was starting to study how to ride a motorcycle. My mother taught me how to ride it slowly at first. It was hard, but I tried. (13)

**Events :**

My mother taught me how to turn the motorcycle on, then I tried it. " Oh, easy " I said to myself. My mother also taught me how to start the engine so the motorcycle could moved. Not just that, I learned how to turn off and stopped the motorcycle. I almost fell when I rode it, But luckily my mother saw it and heard my voice ( I was calling my mother ) and then she helped me. After a lot of practiced, I could ride it properly that day. (9) was able to

**Re-orientation :**

I was so proud of myself because I could rode the motorcycle that day. It was hard, but I enjoyed it at the same time.



Ghater up

ST. QSR.

## WORKSHEET

Nama : Danish Arshia Ardy.....  
Numb. : 10.....  
Classes : 9 Bukhori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

### My Trip To Bali

#### Orientation :

Last month <sup>1</sup> me and my family went to Bali. We went there by airplane. We went to the airport at 7 o'clock in the morning.

#### Events :

The plane <sup>2</sup> arrived at 8 o'clock, and we arrived at Bali at 10 o'clock. My dad rented a car <sup>3</sup> so that we can go everywhere we want. First day after we arrived at Bali, we <sup>4</sup> ate at the beach, then we go to my hotel until the end of the day. Second day I have breakfast at the hotel, then we go to the biggest clothes shop in Bali. We bought so many clothes <sup>5</sup> as ~~many~~ specially my mom. After that we go to the beach to see a sunset. Third day we <sup>6</sup> moved to villa that has a big pool so we swim together, and we go to a beautiful mall and bought shoes <sup>7</sup> went.

#### Re-orientation :

Last day I went to the airport at the morning and go home <sup>8</sup>.

## WORKSHEET

Nama : DEVANZA R.A  
 Numb. : 11  
 Classes : 9. B. khori

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

MY RACE IN SIKHIT ADS KANTEN  
 about

## Orientation :

MY RACE WAS IN SIKHIT ADS KANTEN, MONTHS AGO, IT WAS  
 U.S.I BECAUSE THIS PRAGRIKE, 19070 THIS SIKHIT AT 09.00 AM  
 8 LOS LOS

## Events :

When I was call I had no pressure. When the RACE  
 started I was reading. The RACE WAS INTENSE, IN THE END  
 I COST, BECAUSE MYATE TROBLES IN MY BIKE, AND THE ENEMY WAS  
 FASTER, I WAS DISAPPOINTED.

## Re-orientation :

I GOT HOME AFTER THE RACE, I RESTED THEN I WENT TO SLEEP  
 6 and.

## WORKSHEET

Nama : Dillon  
 Numb. : 12  
 Classes : 9 B

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

### My Spare Time

#### Orientation :

In Saturday morning I went to boyolali with my friend. I go to boyolali at 08.00am.

#### Events :

Before we went to pick my friend. After pick my friend in his place. We looked for breakfast. After we have a breakfast I went to boyolali. After we arrived at boyolali we go to my friend house. I played motorcycle from 10.00am until 5.00 pm. Then I looked for something to eat with my friend. Then back to my friend house at my friend house in boyolali. After that I went back to my own house and accompany my friend to his house.

#### Re-orientation :

After finally after I arrived at my house. I take a bath and sleep.



## WORKSHEET

Nama : Haulla Larasati.....  
 Numb. : 13.....  
 Classes : 9. Bukhorl.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Fun Activity In Event Cosplay

Orientation :

On Saturday, Me and my friend had some plan for go to some event cosplay at trtonal train station after doing some video task.

Events :

at noon we up-point ment meet at school at 10 p.m. After 10 p.m meet in some class then we doing the video task until 1 am. After finish doing the task we prepared for the long trip to the train station. we should do walked to train station. Arrived in there we go in to the room and looking the cosplayer, but we did not see at the cosplayer in the room, but after leave the room we look at the cosplayer in yard. And we took photo with the cosplayer until afternoon.

Re-orientation :

Finally we go back to the school, and we felt so tired.



## WORKSHEET

Nama : Keisya Aleana Jasmine p...  
 Numb. : 13.....  
 Classes : 9. bukhori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Trip To Surabaya

Orientation (3)

Last month (11) I went to Surabaya with my friend and we had study tour to Malang (10)

Events :

We went there by bus. We arrived at the restaurant at 12 p.m. after that we went to hotel and take a rest. In the morning we breakfast at hotel. I ate a pasta, bread and a cup of coffee. After that, we goes to Jatim Park 2 and we playing in there. We lunch at the restaurant. Me and my friends eat chicken and rice. And we goes to the hotel to sleep. In the morning we prepared to go back to solo and back to home. I felt so tired but happy we at solo at 5 p.m.

(5) Re-orientation :

We back to solo. I felt so tired but Happy. we at solo at 5 a.m. arrived

## WORKSHEET

Nama : Jciara nara aisha .....  
 Numb. : 15 .....  
 Classes : g. b. khari .....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

MY FIRST CONCERT EVER

## Orientation :

3 months ago . I went to Jakarta with my parents we went there by a plane after 1 hour we arrived to Jakarta at 10 P.M and then we ate breakfast at kfc to wait my cousin and then after we met my cousin . we went to the hotel . wait for .

## Events :

After we arrived at the hotel, we sat on the couch while my dad checked in the hotel. after that we continued to the room and pray dzuhur and then we went to ice BSD to exchange the tickets. then we went to lotte avenue mall to eating lunch and shopping. until night and we continued to the hotel and we ate nasi padang and it was so good. and then I washed my face and brushed my teeth and I slept with my cousin. Next morning I woke up with exciting feeling because its the day. I watched the concert. Next I took a shower and ate breakfast with them and I got prepared. After that we went to ice BSD and its so crowded and we went in and the staff gave me a bread and chocolate milk and we took a photo with a standee of aespa. then we queued on the line its took 10 minutes, but I'm so excited to saw aespa which is my favorite kpop girl group.

## Re-orientation :

finally, we came in to the avenue and we sat and then after 30 minutes the aespa came up and performed with charisma and they are looked so gorgeous and glamorous. I can't forget this moment, I will remember this moment in my entire life.



WORKSHEET

Nama : Farrel .....  
Numb. : 16 .....  
Classes : 9. Bulohori .....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

my spare time to play futsal

Orientation :

Last week I went to play futsal with my friend, we went there by motor cycle, <sup>8</sup>

Events :

we arrived at the futsal field at 1 PM, After that we go there in the field, we warm up before the match, After that we split out to two teams, there is five people in each team, we played sportily in the match. my team won the game, After that we break in the canteen. <sup>7</sup> <sup>8</sup> <sup>9</sup> <sup>10</sup>

Re-orientation :

I felt so tired but happy <sup>11</sup>

## WORKSHEET

Nama : Khalifa  
 Numb. : 17  
 Classes : 9. Bukori

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

### My Trip to the beach

**Orientation :**

Last ~~month~~ month I went to the beach with my family. I went to the beach with a car. I went to the beach at 09.00 - 12.00 Am, and

**Events :**

we arrived at 12.00 Am. we in the beach to cook some lamb ~~safe~~ and steak. we cook lamb safe with ~~coal~~ hot coal, and we cook with the pan. I was play on the beach and other that I took a bath

**Re-orientation :**

then I went home. I rested for a few days. I had a good time there

WORKSHEET

Nama : Muhammad Naqib Mamsuf .....  
 Numb. : 18 .....  
 Classes : 9 Bismillah .....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Trip To Tawang Mangrove (Nova) :

Orientation :

Last week, I went to Tawang Mangrove (Nova) with my family. We went there by car.....

Events :

We arrived at the Tm at 11 am. Before that we prepare my things because I want to go fishing. After that I and my family arrived to Tm at 11 am. We continued. After that we pray. After that we went fishing and swimming. We continued to went to Kemuning. We bought some ~~hot~~ fried, needle, Ginger, Milk and ~~some~~ fried banana. Before that we got fishing 3 kg.....

Re-orientation :

We back to Solo etc. After that we prepare to pray Magrib. We arrived around 2 hours. I felt so tired but happy. ~~We prepare to we back to Solo we went to~~ we are so happy. Tomorrow, no happy because Monday. ~~we~~ will not be.



## WORKSHEET

Nama : M. Yasar Afif .....  
 Numb. : 19 .....  
 Classes : 9 Bukhori .....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Trip to Malang

Orientation :

7 months ago I went to Malang with all of 8 and 9 grade in my school. We went to there by bus.

Events :

We went to Malang at 5.50 am. We start from Dinar Hadi and transit in Surabaya. we went to Koas mada II marine base at 9.00 am. We studied on battleship about the battleship and was in Surabaya. After that we went to Malang after pray, dhuhur and lunch in Islamic center. We arrived to Malang at 3.00 pm and we went to Museum Angkut. In Museum Angkut we saw old transportation and I bought some food and drinks in there. After that we went to hotel at 7.00 pm and I slept at 10.15 pm after took a shower and watched tv with my friend.

The second day we went to apple garden and Jatim park 3. In apple garden we have some apple and Jatim park 3 we explore the place and saw a lot of dinosaur. After that we go dinner and go back to hotel. In third day we check out from the hotel and we went to kampung coklat. In kampung coklat we studied about chocolate.

Re-orientation :

We went back to Dinar Hadi and arrived at 10.00 pm. I felt so tired. But I'm so happy because I can go trip with all of my friend.

## WORKSHEET

Nama : nayla kirana e  
 Numb. : 21  
 Classes : 9 bukhori

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Trip To Bali

Orientation :

A few months ago, I went to Bali with my family and our car's club. We went there by a car, there so much car. We arrived one day after we start to travel.

Events :

So we start to go to Bali on Saturday and we spend more than 10 hours and we stop in hotel at 11 p.m. in Banyuwangi. On Sunday we went to harbour and waited for the ships. After a long time we went to the ship and after 45 minutes we arrived at Bali. After we arrived we ate first. We went to black lava, beachwalk, and 2 beaches, Krana, and a lot of coffeshops. After 5 days we go back to solo but we stopped in Malang for 2 days and we back to solo.

Re-orientation :

We back to Solo after a week of holiday. I felt so happy and tired at the same time, but my heart was so full.

## WORKSHEET

Nama : maza.....  
 Numb. : 22.....  
 Classes : 9 Bukhori.....

Write a recount text about your unforgettable moment in the past. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My First Kpop Concert

## Orientation :

Last September, I went to Jakarta with my dad. We went there by train. I went to Jakarta to watch my favorite Kpop group, Seventeen! I watched their concert by myself.

## Events :

We arrived at Gambir Station at 6 AM. Then my dad ordered an online taxi through an app. We arrived at the destination which was my aunt's house. After that, I prepared myself. Next, I went to ICE BSD by my sister's car because she lived in Jakarta. After we arrived, me and my sister were sat at a shady place. Then I looked for a rice bowl. After I waited for 4 hours, I went inside ICE BSD and looked for a toilet. I queued for 40 minutes! That was a long time for a toilet queue line. After I finished my business at the toilet, I went inside the concert hall and waited for the concert to start. I sang along, made some new friends, and made some memorable memories in my teenage phase!

## Re-orientation :

Finally, the concert ended well. My dad and sister picked me up and I went home. I felt happy but at the same time I felt sad because maybe I won't meet them in another time.

again



WORKSHEET

Nama : Rizky Galang .....

Numb. : 23 .....

Classes : B.1 .....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

My Unforgettable Trip to Singapore

Orientation :

A few years ago, I went to Singapore with my family. That day, I got up at 6:00 p.m. so that I could prepare early. We went to Singapore by plane. We got to the airport about 5:00 a.m. We got on the plane about 7:30 a.m. The plane took off at about 8:00 a.m. And we landed around an hour later.

Events :

The main reason why we went to Singapore was to watch U2 concert. I was that the concert. The first day, I got there. The next day, I visited many places. Like Garden by the Bay. In Singapore, it is very exciting, but it is very crowded. There are many good things there. So we spent most of our time on the train. In Singapore, it is also very crowded. But it was a really good place to go despite the hot temperature.

Re-orientation :

After I went home, I felt very tired. I was very exhausted, but I had a really good time. I would love to go there again.

## WORKSHEET

Nama : Syonia nobia.....Numb. : 24.....Classes : 9 byknori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

### My Long Concert in Jakarta.

**Orientation :**

last year <sup>8</sup> in 9 november 2022 i went to langerang jakarta selatan <sup>13</sup> for watched a long concert with my cousins and my sister, we went there with our parents by car, this trip is <sup>3</sup> spend 6 hours. <sup>10</sup>  
took

**Events :**

we arrived at the hotel at 10 p.m, <sup>12</sup> cause we were so tired <sup>9</sup> so we decided to take a rest. the next day <sup>11</sup> in the morning we continued to have breakfast, <sup>6</sup> and after breakfast, we get ready to go <sup>7</sup> on the concert, after arrived in the concert <sup>5</sup> i'm <sup>1</sup> strolling around with my sister and cousin, and on 9 p.m <sup>4</sup> long is start concert.

**Re-orientation :**

the concert is done at <sup>8</sup> 11 p.m and after that <sup>2</sup> we <sup>1</sup> go back to <sup>14</sup> hotel by car.

## WORKSHEET

Nama : Zaira Brillan Jaya.....

Numb. : 25.....

Classes : 9 Bukhori.....

Write a recount text about your unforgettable moment in the pass. Write based on the generic structure of recount text : Orientation, Events and Re-orientation

MY Trip to Surabaya

## Orientation :

last week, I went to Surabaya with my family, we went there by car, we went start 4pm. we trip so funny, and I feel we spent it's so happy.

## Events :

We spent more than 4 days, we arrived at the hotel, and my family went to mall in Surabaya and then I eat in taman bungkul, after that I pray. After that I went to mall Tunjungan Plaza, I met Artis athletes and I requested to take a photo, after that we dinner in seafood lounge, taste is so good, after that I back to hotel, the next day we and my family jogging the taman bungkul and then eat in Soto lamongan, and then we back to hotel and I went to Pakuwon mall, I seight see with my mom and I played time zone. After that I back to hotel we packing because we were out in the hotel, then I put in car.

## Re-orientation :

Finally we back to solo, I feel so tired but happy because holiday it's so fun with family.

**APPENDIX 3**  
**INSTRUMENT OF INTERVIEW**

1. Bagaimana pendapat kamu tentang materi simple past tense dan recount text?
2. Apa cukup menyenangkan untuk dipelajari?
3. Bagian mana yang kamu suka saat mempelajari kedua materi tersebut?
4. Metode / cara apa yang sering diajarkan oleh guru kamu dalam mengajar?
5. Apakah kamu mengalami kesulitan dalam penulisan recount text? Tense terutama Simple Past Tense, merangkai kalimat atau kosakata?
6. Bagaimana cara kamu memahami suatu recount text?
7. Bagaimana cara kamu memahami suatu Simple Past Tense?
8. Bagaimana cara kamu merangkai kalimat recount text? Bias dijelaskan langkahnya mungkin?
9. Factor apa saja yang mempengaruhi saat pembelajaran simple past tense?



## APPENDIX 4

## THE VALIDITY DATA

Categories of Errors	Error Analysis	Corrected Error	Checklist	
			Yes	No
Singular – Plural Error	a. About 4 <b>month</b> ago (S.1)	a. About 4 <b>months</b> ago (S.1)	✓	
	b. we bought some <b>gift</b> (S.1)	b. we bought some <b>gifts</b> (S.1)	✓	
	c. we bought some <b>noodle</b> (S.3)	c. we bought some <b>noodles</b> (S.3)	✓	
	d. we tried fried <b>banana</b> (S.5)	d. we tried fried <b>bananas</b> (S.5)	✓	
	e. 7 <b>month</b> ago (S.6)	e. 7 <b>months</b> ago (S.6)	✓	
	f. Me and my friend had some <b>plan</b> (S.11)	f. Me and my friend had some <b>plans</b> (S.11)	✓	
	g. After doing some video <b>task</b> (S.11)	g. After doing some video <b>tasks</b> (S.11)	✓	
	h. We took <b>photo</b> with the cosplayer (S.11)	h. We took <b>photos</b> with the cosplayer (S.11)	✓	
	i. We harvest some <b>apple</b> (S.17)	i. We harvest some <b>apples</b> (S.17)	✓	
	j. A lot of <b>dinosaur</b> (S.17)	j. A lot of <b>dinosaurs</b> (S.17)	✓	
	k. There so many <b>car</b> (S.18)	k. There so many <b>cars</b> (S.18)	✓	
	l. We event <b>start</b> 4 p.m. (S.22)	l. We event <b>starts</b> 4 p.m. (S.22)	✓	
	m. Because, <b>holiday</b> are so fun (S.22)	m. Because, <b>holidays</b> are so fun (S.22)	✓	
Word Form	a. We prepare the package two days before <b>leaved</b> . (S.1)	a. We prepare the package two days before <b>leaving</b> . (S.1)	✓	
	b. It's added the <b>beautiful</b> of the view. (S.1)	b. It's added the <b>beauty</b> of the view. (S.1)	✓	
	c. We were <b>continue</b> our way home (S.2)	c. We were <b>continuing</b> our way home (S.2)	✓	
	d. We looked at lake <b>in front off</b> a house (S.2)	d. We looked at lake <b>in front of</b> a house (S.2)	✓	
	e. After <b>pick up</b> my friend (S.10)	e. After <b>picking up</b> my friend (S.10)	✓	
	f. Then, we <b>doing</b> the video task (S.11)	f. Then, we <b>do</b> the video task (S.11)	✓	
	g. we ate breakfast at KFC to <b>waited</b> my cousin (S.13)	g. we ate breakfast at KFC to <b>wait for</b> my cousin (S.13)	✓	
	h. Then, we went to Lotte Avenue Mall to <b>eat</b> lunch	h. Then, we went to Lotte Avenue Mall to <b>eat</b> lunch	✓	





	t. I went inside the concert hall and waited the concert to start. (S.19) u. The event started 11 p.m. (S.22)	t. I went inside the concert hall and waited <b>for</b> the concert to start. (S.19) u. The event started <b>at</b> 11 p.m. (S.22)	✓	
Word Order Error	a. We <b>finally</b> back to solo (S.3) b. We bought some noodle <i>in the beach</i> . <b>And</b> drank some coconut (S.3)	a. <b>Finally</b> , we back to solo (S.3) b. We bought some noodle <b>and</b> drank some coconut <i>in the beach</i> . (S.3)	✓	✓
Incomplete Sentences Error	a. We not see the cosplayer (S.11) b. We went to Ice BSD, and it crowded. (S.13) c. We back to solo at 6 p.m. (S.16) d. <b>Cause</b> , were so tired, so we decided to take a rest. (S.21) e. I went to bedroom and slept. (S.23) f. <b>And</b> we looked at a lake in front of a house (S.02) g. We bought some noodle in beach. <b>And</b> drank some coconut (S.03) h. <b>After</b> we arrived at the hotel (S.13) i. <b>Then</b> I went home (S.15) j. <b>But</b> I'am so happy. <b>because</b> I can go on a trip (S.17) k. <b>After</b> I went home (S.20)	a. We <b>did</b> not see the cosplayer (S.11) b. We went to Ice BSD, and it <b>was</b> crowded. (S.13) c. We <b>went</b> back to solo at 6 p.m. (S.16) d. <b>Cause</b> , <b>we</b> were so tired, so we decided to take a rest. (S.21) e. I went to <b>my</b> bedroom and slept. (S.23) f. We looked at a lake in front of a house (S.02) g. We bought some noodle <b>and</b> drank some coconut in the beach (S.03) h. We arrived at the hotel (S.13) i. <b>Then</b> I went home (S.15) j. I'am so happy <b>because</b> I can go on a trip (S.17) k. <b>After</b> I went home (S.20)	✓	✓
Spelling Error	a. It's very <b>delleyous</b> . (S.1) b. We went to my <b>cousin</b> house. (S.2) c. we went to home at <b>01.00 pm</b> (S.2) d. I drank <b>coffe</b> (S.3) e. <b>Then</b> I and my father woke up at the beach. (S.3) f. We ate in a <b>restorand</b> (S.4)	a. It's very <b>delicious</b> . (S.1) b. We went to my <b>cousin's</b> house. (S.2) c. we went to home at <b>01.00p.m.</b> (S.2) d. I drank <b>coffee</b> (S.3) e. <b>Than</b> I and my father woke up at the beach. (S.3) f. We ate in a <b>restaurant</b> . (S.4) g. I went to the garage	✓	✓







h. We <b>go</b> back to the hotel and <b>sleep</b> . (S.5)	h. We <b>went</b> back to the hotel and <b>slept</b> . (S.5)	✓
i. We went to Malang at 6:00 a.m. from Danar Hadi and <b>transit</b> in Surabaya. (S.6)	i. We went to Malang at 6:00 a.m. from Danar Hadi and <b>transited</b> in Surabaya. (S.6)	✓
j. We <b>go</b> to the beach to <b>saw</b> a sunset. (S.8)	j. We <b>went</b> to the beach to <b>see</b> a sunset. (S.8)	✓
k. When I was <b>call</b> I had no pressure. (S.9)	k. When I was <b>called</b> , I had no pressure. (S.9)	✓
l. I have troubles in my bike. (S.9)	l. I had troubles on my bike. (S.9)	✓
m. We <b>have</b> a breakfast (S.10)	m. We <b>had</b> a breakfast (S.10)	✓
n. I went back to my own house and <b>accompany</b> my friend to his house. (S.10)	n. I went back to my own house and <b>accompanied</b> my friend to his house. (S.10)	✓
o. I <b>taked</b> a bath and <b>sleep</b> (S.10)	o. I <b>took</b> a bath and <b>slept</b> (S.10)	✓
p. We <b>go</b> into the room and <b>looking</b> the cosplayer. (S.11)	p. We <b>went</b> into the room and <b>looked at</b> the cosplayer. (S.11)	✓
q. Finally, we <b>go</b> back to the school and we felt so tired (S.11)	q. Finally, we <b>went</b> back to the school and we felt so tired (S.11)	✓
r. After that, we went to Jatim Park 2, and we <b>playing</b> in there. (S.12)	r. After that, we went to Jatim Park 2, and we <b>played</b> in there. (S.12)	✓
s. I'm so excited to <b>saw</b> Aespa, which is my favorite K-pop girl group. (S.13)	s. I'm so excited to <b>see</b> Aespa, which is my favorite K-pop girl group. (S.13)	✓
t. I will <b>remembered</b> this moment in my entire life. (S.13)	t. I will <b>remember</b> this moment in my entire life. (S.13)	✓
u. We <b>go</b> into the field. (S.14)	u. We <b>went</b> into the field. (S.14)	✓
v. After that, we <b>go</b> dinner and <b>go</b> back to the hotel. (S.17)	v. After that, we <b>had</b> dinner and <b>went</b> back to the hotel. (S.17)	✓
w. We arrived one day after we <b>start</b> to convoy. (S.18)	w. We arrived one day after we <b>started</b> to convoy. (S.18)	✓
x. I felt so happy and tired at the same time, but my heart was so <b>fulled</b> . (S.18)	x. I felt so happy and tired at the same time, but my heart	✓





	my favorite Kpop group. (S.19)	my favorite K-pop group. (S.19)		
Capitalization Error	<p>a. We went to <b>adi sumarmo airport</b>, we flew with <b>lion air</b>. (S.1)</p> <p>b. It was near <b>kuta beach</b> (S.1)</p> <p>c. We went to <b>gunung kidul</b> (S.4)</p> <p>d. My trip to <b>malang</b> (S.6)</p> <p>e. We watched <b>tv</b> and played uno (S.6)</p> <p>f. I went to <b>boyolali</b> with my friend (S.10)</p> <p>g. Event cosplay at <b>tirtonadi</b> train station (S.11)</p> <p>h. We arrived at the <b>Tw</b> at 11 a.m. (S.16)</p> <p>i. We went to <b>koarmada II marine base</b> at 9 a.m. (S.17)</p> <p>j. We went to <b>apple garden</b> and <b>jatim park 3</b> (S.17)</p> <p>k. We went to <b>black lava, beachwalk</b>, 2 beaches, and <b>krisna</b>. (S.18)</p> <p>l. My trip to <b>singapore</b> (S.20)</p> <p>m. I ate in <b>rawon taman bungkul</b>. (S.22)</p> <p>n. I went to <b>mall tunjungan plaza</b>. (S.22)</p> <p>o. We went to <b>kampung chocolate</b>. (S.23)</p>	<p>a. We went to <b>Adi Sumarmo Airport</b>, we flew with <b>Lion Air</b>. (S.1)</p> <p>b. It was near <b>Kuta Beach</b> (S.1)</p> <p>c. We went to <b>Gunung Kidul</b> (S.4)</p> <p>d. My trip to <b>Malang</b> (S.6)</p> <p>e. We watched <b>TV</b> and played uno (S.6)</p> <p>f. I went to <b>Boyolali</b> with my friend (S.10)</p> <p>g. Event cosplay at <b>Tirtonadi</b> train station (S.11)</p> <p>h. We arrived at the <b>TW</b> at 11 a.m. (S.16)</p> <p>i. We went to <b>Koarmada II Marine Base</b> at 9 a.m. (S.17)</p> <p>j. We went to <b>Apple Garden</b> and <b>Jatim Park 3</b> (S.17)</p> <p>k. We went to <b>Black Lava, Beachwalk</b>, 2 beaches, and <b>Krisna</b>. (S.18)</p> <p>l. My trip to <b>Singapore</b> (S.20)</p> <p>m. I ate in <b>Rawon Taman Bungkul</b>. (S.22)</p> <p>n. I went to <b>Mall Tunjungan Plaza</b>. (S.22)</p> <p>o. We went to <b>Kampung Chocolate</b>. (S.23)</p>	✓	✓
Article Error	<p>a. I went inside <b>a</b> Ice BSD Jakarta. (S.19)</p> <p>b. We went to Singapore to watch <b>a</b> U2 concert. (S.20)</p>	<p>a. I went inside <b>the</b> Ice BSD Jakarta. (S.19)</p> <p>b. We went to Singapore to watch <b>the</b> U2 concert. (S.20)</p>	✓	✓
Meaning Not Clear Error	<p>a. I wish I <b>can went</b> to Bali again. (S.1)</p> <p>b. I went in home im go to in my room and I sleep (S.4)</p>	<p>a. I wish I <b>could go</b> to Bali again. (S.1)</p> <p>b. I came home and went to my room to sleep. (S.4)</p>	✓	✓

Run-on Sentences Error	<p>a. Its very hot but we play water on the beach. (S.1)</p> <p>b. Before we went back home we bought some gifts. (S.1)</p> <p>c. On Saturday last week I went to Klaten. (S.2)</p> <p>d. We went there by motorcycle, We went there at 7 o'clock in the morning. (S.4)</p> <p>e. My mother taught me how to ride it slowly, At first, it was hard, but I tried. (S.7)</p> <p>f. We were so tired so we decided to take a rest. (S.22)</p>	<p>a. It's very hot, but we play water on the beach. (S.1)</p> <p>b. Before we went back home, we bought some gifts. (S.1)</p> <p>c. On Saturday last week, I went to Klaten. (S.2)</p> <p>d. We went there by motorcycle. We went there at 7 o'clock in the morning. (S.4)</p> <p>e. My mother taught me how to ride it slowly. At first, it was hard, but I tried. (S.7)</p> <p>f. We were so tired. So, we decided to take a rest. (S.22)</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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## VALIDATION

The thesis data Maulana Al Ghofur (196121203) entitled "AN ERROR ANALYSIS OF SIMPLE PAST TENSE IN WRITING RECOUNT TEXT OF THE NINTH GRADE STUDENTS OF SMP AL - AZHAR SYIFA BUDI SOLO ACADEMIC YEAR 2023/2024" has been validated by Martha Dewi Windarta, S.Pd in :

Day : .....Monday.....  
Date : .....November, 13<sup>th</sup> 2023.....

Surakarta, .....Nov, 13<sup>th</sup> 2023.....

Validator



Martha Dewi Windarta, S.Pd

**APPENDIX 5**  
**Observation Checklist**

No.	Indicators	Observed Aspects	Score			
			1	2	3	4
1.	Diligently facing the task	Students focus on answering questions given.				✓
2.	Resilient in facing difficulties	Students ask or discuss when encountering difficulties			✓	
3.	Show interest in learning recount text	Students prepare the learning tools or stationery				✓
4.	Prefer to work independently	Students work on assignments independently				✓
5.	Do not get bored with learning routines	Students are enthusiastic about learning new vocabulary (Past tense)			✓	
6.	Happy to answer the task	Students work on assignment given				✓



**APPENDIX 6**  
**DOCUMENTATION**



**APPENDIX 7**

**LESSON PLAN**

<b>Satuan Pendidikan</b> SMP Al-Azhar Budi Syifa	<b>Mata Pelajaran</b> Bahasa Inggris	<b>Materi pokok</b> <i>Recount Text</i>	<b>Alokasi</b> Waktu
<b>Kompetensi Dasar</b> 4.11.1 mena ngkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	<b>Tujuan Pelajaran</b> Dengan menggunakan <i>Genre Based Approach</i> Peserta didik dapat: <ul style="list-style-type: none"> <li>▪ Mengidenti fikasi unsur teks ungkapan harapan dan selamat atas kebahagiaa n atau prestasi dengan rasa ingin tahu.</li> <li>▪ Menentukan Recount text yang tepat dari berbagai konteks situasi</li> </ul>	<b>Media</b> Luring	
		<b>Alat/ Bahan</b> Lembar modul, Papan Tulis ,spidol, penghapus	
		<b>Sumber belajar</b> <ul style="list-style-type: none"> <li>• Kamus bahasa inggris</li> <li>• Internet             <ul style="list-style-type: none"> <li>• <a href="https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html">https://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html</a></li> </ul> </li> </ul>	
<b>Langkah-langkah Pembelajaran</b>			
<b>Kegiatan Pendahuluan</b>			
<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.</li> <li>2. Menjelaskan hal-hal yang akan dipelajari, dan kompetensi yang akan dicapai</li> </ol>			
<b>Kegiatan Inti</b>			

Building knowledge of the field	<ul style="list-style-type: none"> <li>• Guru menjelaskan materi tentang Recount text di ppt.</li> <li>• Peserta didik memperhatikan materi, berupa struktur teks dan unsur kebahasaan dalam label. (berpikir kritis)</li> <li>• Peserta didik mencatat materi yang dituliskan dipapan tulis.</li> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya.</li> </ul>
Modelling of the text	<ul style="list-style-type: none"> <li>• Guru memaparkan contoh Recount text</li> <li>• Guru menjelaskan struktur umum dalam Recount text.</li> <li>• Peserta didik memperhatikan contoh Recount text melalui materi yang diberikan guru. (Berpikir kritis)</li> <li>• Guru memberi kesempatan kepada siswa untuk bertanya</li> </ul>
Join construction of the text	<ul style="list-style-type: none"> <li>• Peserta didik berkelompok dengan teman sebangkunya untuk mengerjakan soal tentang ungkapan selamat dan harapan. (kolaborasi)</li> <li>• Guru bersama peserta didik membahas jawaban soal tentang ungkapan selamat dan harapan.</li> </ul>
Independent Construction of the text	<ul style="list-style-type: none"> <li>• Peserta didik mengerjakan soal tentang Recount text secara mandiri.</li> <li>• Guru bersama peserta membahas jawaban soal tentang ungkapan selamat dan harapan.</li> <li>• Guru memberi tugas yang meminta peserta didik untuk mencari contoh Recount text lalu mengidentifikasi struktur umumnya.</li> <li>• Tugas dikumpulkan minggu depan.</li> </ul>
<b>Kegiatan Penutup</b>	
<ol style="list-style-type: none"> <li>1. Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>2. Guru membuat rangkuman/ simpulan pelajaran tentang point-point yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>3. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam.</li> </ol>	
<b>Penilaian Hasil Pembelajaran</b>	
Penilaian Pengetahuan.	
Berupa tes tertulis pilihan ganda secara langsung.	

**Penilaian Hasil Pembelajaran****Penilaian Pengetahuan**

Berupa tes tertulis : Uraian

Nilai perolehan : Tiap point benar nilai 20

Perhitungan penskoran : benar  $\times$  20

**Mengetahui**  
**Kepala Sekolah**  
**SMP Al- Azhar Syifa Budi Solo**


**H. Mustaghfirin, S.Sos.i, M.Pd.I**

Surakarta, .....

**Guru Mata Pelajaran**

**Martha Dewi Windarta, S.Pd**