

An Analysis of Students' Errors in Writing Recount Text

by Using Google Classroom



*Submitted to the Faculty of Teacher Training and Education,
Universitas Muhammadiyah Makassar in Partial Fulfillment of
the Requirement for Degree of Bachelor of Education in English Department*

A THESIS

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MOTTO

Everyone is a teacher of life. They teach us about anything. So, be a good listener.

Setiap orang adalah guru kehidupan, mereka mengajari kita tentang apa pun. Jadi, jadilah pendengar yang baik.

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The research aimed to find out the most common types of students' errors in recount text and the main cause of students' errors in writing recount text by using Google Classroom in Smp Muhammadiyah 12 Makassar. The population of this research was the eighth-grade students of Smp Muhammadiyah 12 Makassar. This research was a descriptive study. The number of samples was 10 students and used purposive sampling technique. The researcher used writing test as an instrument. The researcher found 115 errors in the writing test of Smp Muhammadiyah 12 Makassar. This study found that there were four errors types based on the surface strategy taxonomy. The errors were 20 items (17%) of omission errors, 40 items (35%) for addition error, 52 items (45%) for misformation errors, and 3 items (3%) of misordering errors. And also found the main cause of students' errors in recount text written by the eighth-grade students of Smp Muhammadiyah 12 Makassar there were carelessness, first language interference, and translation. Based on these findings, it can be concluded that the most common types of students' errors in writing recount text by using Google Classroom in Smp Muhammadiyah 12 Makassar was an error in misformation error. The teacher should simplify the explanation without less the substance of material given especially rules and text types of writing.

Keywords: Recount Text, writing, Error Analysis, Google Classroom.

ABSTRACT

Aswin Nurdin, 2021. Analisis Kesalahan Siswa dalam Menulis Recount Text Menggunakan Google Classroom. Skripsi. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Saiful dan Eka Prabawati Rum.

Penelitian ini merupakan penelitian deskriptif. Penelitian ini bertujuan untuk mengetahui jenis kesalahan siswa yang paling umum dan penyebab utama kesalahan siswa dalam menulis recount teks dengan menggunakan Google Classroom di Smp Muhammadiyah 12 Makassar. Populasi dalam penelitian ini adalah siswa kelas VIII Smp Muhammadiyah 12 Makassar. Jumlah sampel adalah 10 siswa dan menggunakan teknik purposive sampling. Peneliti menggunakan tes menulis sebagai instrumen. Peneliti menemukan 115 kesalahan dalam tes menulis di Smp Muhammadiyah 12 Makassar. Penelitian ini menemukan bahwa ada empat jenis kesalahan berdasarkan the surface strategy taxonomy. Kesalahan tersebut adalah 20 item (17%) kesalahan omission, 40 item (35%) untuk kesalahan addition, 52 item (45%) untuk kesalahan misformation, dan 3 item (3%) kesalahan misordering. Dan juga ditemukan penyebab utama kesalahan siswa dalam menulis recount teks yang dituliskan oleh siswa kelas VIII Smp Muhammadiyah 12 Makassar yaitu kecerobohan, gangguan bahasa pertama, dan terjemahan. Berdasarkan temuan tersebut, dapat disimpulkan bahwa jenis kesalahan siswa yang paling umum dalam menulis recount teks dengan menggunakan Google Classroom di Smp Muhammadiyah 12 Makassar adalah kesalahan kesalahan formasi (misformation). Guru hendaknya menyederhanakan penjelasan tanpa mengurangi substansi materi yang diberikan terutama aturan penulisan dan jenis teks tulisan.

Kata Kunci: Recount text, Tulisan, Analisis Kesalahan, Google Classroom.

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CHAPTER I

INTRODUCTION

A. Background

Google Classroom is a blended learning platform for every sphere of education. In a pandemic era, educationalists must be able to use it properly and appropriately. It can make it easier for teachers to create, share, and classify each assignment without paper. This software have introduce as a feature of Google Apps for Education which is release on 12 August 2014. Google also have notified the application programming interface of classrooms and share buttons for websites, all school administrators and developers are allow to make further implementations of Google Class. With the Google Classroom, the student's also indirectly support the go green movement. Apart from not using paper as a learning medium, Google Classroom also provides a series of free tools to support student productivity such as Gmail, Drive, and Docs. Thus, the students can work on and collect assignments without using books or paper anymore. Later, teachers can create dedicated Drive folders for each assignment and students. Everyone can be more organized and automatically make copies of documents in Google Docs.

The background of this research plan is the result of unstructured interviews of researcher with English teachers at Smp Muhammadiyah 12 Makassar, that the main problem faced by the students in writing activities is the rules of grammar. Most of the students are increasingly having difficulty in choosing a verb to write. One of the mistake make by the student's in writing recount textis in choosing the right form of verb for past events.

Recount text is one of the text genres that the students learn. Knapp and Watkins (2005) said that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account. A recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

Errors are the flaw side of a learner's speech or writing. They are parts of it a conversation or composition dedicate to some particular maturity norm language performance. Meanwhile Brown (2000) the error is visible deviation from native speaker's adult grammar. Language Learners have different levels of competence in learning English and rightly so automatically involve is different from error. Mistakes are different from mistakes. Errors refer to random or mispronounce performance errors failure to properly utilize recognized systems (Brown, 1980). An error refers performance error i.e. random guess or slip. Error caused by hesitated, slipped on the tongue. Students, who make mistakes, will someday do so use one form and sometimes the other. This shows inconsistency.

B. Research Question

Based on the problem above, the researcher identifies the research question.

1. What are the most common types of students' errors in recount text written by the eighth-grade students of Smp Muhammadiyah 12 Makassar?
2. What is the main cause of students' errors in writing recount text by using Google Classroom in the eighth-grade students' of Smp Muhammadiyah 12 Makassar?

C. Objectives of the Research

From the research question above, the purposes of this research are:

1. The most common types of students' errors in recount texts written by the eighth-grade students' of Smp Muhammadiyah 12 Makassar.
2. The main cause of students' errors in writing recount text by using Google Classroom for the eighth-grade students' of Smp Muhammadiyah 12 Makassar.

D. Significance of the Research

The benefits that will be achieved are:

1. This research is very useful for the students to improve their writing skills to make it more accurate and precise in the future. Also, it can help students not to make the same mistakes, especially in producing simply written experience stories in the form of recount text. One way is to pay attention to changes in verbs and know how to make good, precise sentences.
2. The result is very meaningful for English teachers because the analysis can be used as a reference if they want to make a recount text teaching medium. Teachers can help students to better understand changes in past forms by

knowing students' difficulties English teachers can teach better and be more creative. Also, the English teacher must assist students in developing communication in the target language.

3. As one of the bases, references, and input in developing further research for researchers. Being a motivation to keep learning to create new things in the learning process, and concepts that can be used in classroom learning.

E. Scope of the Research

To avoid misinterpretation of the problem, the researcher limits the scope of the research. The researcher needs to analyze students' errors in writing recount text by using appropriate analytical method to find out this error. The researcher analyzed the students' errors of Smp Muhammadiyah 12 Makassar in writing recount text based on the Surface Taxonomy Categories.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Related to this research, the researcher chooses some literatures about previous researches which are relevant to the research. Some of those are mentioned as follow.

1. Mastoni (2019) concluded that learning english through google classroom made it easy for students and lecturers in the lecture process because there was a direct and clear communication link, especially communication regarding the assignment and material presented. This modern learning application was also very supportive and opens up new insights, especially for ourselves, and motivates students to do and organize assignments on time. The Google Classroom application made students in fun learning so that students feel comfortable learning something so that learning was no longer a burden and students were brave to continue exploring and experimenting with the knowledge they were learning.
2. Cholipah (2017) had project about Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus. The objective of his study was to analyze the common error on students' writing made by the second grade students of Junior High School. He used Betty Schramper Azzar's Errors Classification to analyze the students' errors. The researcher finding showed that the common kind of errors that the students made was error in Verb Tense which received 93

errors from 301 errors or 30.89%. The other students error was in add a word which the result was 59 errors or 19.60%, and 33 or 10.96% errors in spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 67.66%.

The similarity of this research above with my research is about analyzing student errors in writing recount text and the effectiveness of using the google classroom application in language learning. However, what distinguishes the above research from my research is the location, sample, indicators, and research objectives.

B. Google Classroom

1. Definitions of Google Classroom

Google Classroom is a tool that facilitates both students and teachers' collaboration; also, the teacher can create and distribute assignments for students on free online classrooms (Beal, 2017). It makes teachers just build groups for share assignments and announcements. Google Classroom can be a building tool students become active participants. Nagele (2017) said that teachers can be creative actively student-centered, collaborative, and unforgettable lessons Google Classroom, because it provides easy-to-use learning features with students from all categories able to work together. Google Classroom is useful for all students category and includes adult learners. It also has several benefits such as paperless, can be accessed anywhere and anywhere as long as there is an internet connection and from any device, to communicate between

teachers and students, to give feedback to students, and personalized learning. It has a make learning feature teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easy for teachers to handle student work. That helpful for the teachers and students because it is easy and simple to use.

2. Features of Google Classroom

There are lots of activities that we can do with Google Classroom while being classy operated. First, you can make an announcement. Teachers can make announcements about class updates in this section. They can attach files and class materials as well. Second, create assignments. This is the most important feature on Google Classroom. Teachers can upload assignments for students within the specified time to send. Students can also download material that has been uploaded by the teacher to completion their job. Third, ask questions. In this section students can make a question discussed with the teacher or other students if permitted by the teacher. Fourth, reuse the post. Important posts can be used by teachers in this section, such as, announcements, assignments, and questions.

C. Error Analysis

1. The Understanding of Error Analysis

In the middle of the twentieth century, one of the most pursuits of applied linguistic branches was the study of two languages in contrast. Eventually, the backlog of comparative and contrastive data on a myriad of pairs of languages yielded Contrastive Analysis Hypothesis (CAH).¹The main focus of Contrastive Analysis (CA) was on comparing the mother

tongue (MT) and the target language (TL) in order to predict or explain the errors made by learners.² CA lasted until late 60's affected by behaviorist theory which considered second language acquisition as learning new sets of habits and transferring the learner's native language as the basic process of second language learning. Therefore errors were considered as being the result of the persistence of existing mother tongue habits in the new language.

Erdogan Vecide (2005) states in his journal that Error Analysis (EA) appeared in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies. According to him, —EA deals with the learner's performance in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learner's errors provide with an understanding of the underlying process of second.

2. The Causes of Error

The errors that appear in students' writing are caused by some factors. Some experts argue that it can be organized by some points, however those have a little bit of difference. For instance, James (1998) states there are four causes that affect errors and Norrish (1983) claims that there are three factors that cause errors. Norrish (1983). He classified the cause of errors into three types that is carelessness, first language interference, and translation". Those causes of error would be discussed briefly below. Carelessness is often closely related to lack of motivation.

Many teachers will admit that it is not always the students' fault if they lose interest; perhaps, the materials and/or the style of presentation do not suit them. Norrish (1983) states that learning a language (a mother tongue or foreign language) is a habit formation. When someone learns new language, the old language will interfere the new language. This cause of the error is called first language interference. Translation happens when a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of the error. Those classifications actually have resemblance in classifying causes of errors, such as error caused by teacher or learning process, translation of word by word, and first language interference. However, every expert has different terms. In this research, the researcher only focuses on the classification of error causes by Norrish (1983). It becomes the basic theory in order to help this research to find out the causes of the students' error.

John Norrish exposes three causes of errors:

- a. *Carelessness*: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- b. *First language interference*: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped towards those of the language he was learning.
- c. *Translation*: Probably the most students make errors is translation. This

happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

3. The Types of Error

Classifies errors there are four categories: Omission, Addition, misformation, addition. Erdogan Vecide(2005) classifies errors into four types; they are omission, addition, selection, an ordering. Different from Erdogan, Dulay et al. (1982) classify errors into four categories based on surface strategy taxonomy. Those are omission, addition, misformation or substitution, and misordering. This classification can be explained as follows:

A. Omission

Omission error is characterised by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. An example of omission given by Erdogan (2005) is illustrated below:

- 1) A strange thing happen to me yesterday. Sentence a. consist an error in the use of omission in the presence of “-ed” in word "happen". The correct verb is happened". The correct sentence is illustrated in
- 2) A strange thing happened to me yesterday. The sentence b) is correct because the sentence above uses simple past tense. So, the proper verb to be used in that sentence is “happened”.

B. Addition

Addition error is the opposite of omission. They are characterised by the presence of an item, which must not appear in well-formed utterance. Dulay categorised addition into three kinds, they are; double marking, regularisation, and simple addition.

1) Double markings

The error is caused by the failure to delete certain items which are required in some linguistic construction. An example given by Dulay is illustrated in (1).

1) He doesn't knows my name.

In sentence (1), there is an error in the use of double marking "knows" that should be "know". The sentence (2) illustrates the correct sentence.

2) He doesn't know my name.

2) Regularization

Regularization error is a marker that is mistakenly added to exceptional items of the given class that do not take a marker. Thus, regularization is an error that happens when learners add morpheme to the exceptional word. Dulay illustrated an example of the use of regularization error in word "sheeps". There is an error in using plural marker in word "sheeps". The correct word is "sheep".

3) Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well formed sentence. The example of simple addition given by Dulay is illustrated in (1).

1) The train is gonna broke it.

The sentence (1) has an error in the use of simple addition in irregular past tense "broke". The word "broke" should be "break". The correct sentence is illustrated in (2).

2) The train is gonna break it.

The sentence (2) above use simple present tense. The word "gonna" actually means "going to". So, the correct verb to be used is verb 1 or in this sentence is verb "break".

C. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.³² For example:

1. The dog eated the chicken.

There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms. The explanation is elaborated as follows:

a. Regularization Errors

Regularization errors that fall under the misformation

category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.³³

b. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.³⁴ For example:

- 1) Give me *that*.
- 2) *Me* hungry.
- 3) *That* dog.
- 4) *That* dogs.

c. Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.³⁵ For example;

- 1) Those *dog*.
- 2) I *seen* her yesterday.

D. Misorderer

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance.

- 1) He is *all the time* late.
- 2) What *Daddy is* doing?
- 3) I don't know what *is that*.

The correct utterances are:

- 1) He is late **all the time**.
- 2) What **is Daddy** doing?
- 3) I don't know what **that is**.

4. The Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. Theo Van Els, et al., states that there are some procedures in Error Analysis, namely:

- a. Identification of errors. The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the student's errors from the task given by the teachers.
- b. Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the students.
- c. Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the student's errors occur.
- d. Evaluation of errors. In this step, the teacher gives evaluation from the task done by the students depends on the task that the teacher will be giving to the students.
- e. Preventing/correcting of errors. The last step is correction of errors; the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students

make the same errors later.

Carl James in his book —Error in Language Learning and Use: Exploring Error Analysis explains that there are five procedures in identification of errors:

- a. Error detection. It's a stage which the errors are detected, so the researcher becomes aware of its presence.
- b. Locating error. The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

D. Writing

1. Definition of Writing

Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities. Writing also can be used as an integral part of a larger activity where the focus is on language practice, acting out, or speaking. Once again writing is used to help students perform a different kind of activity (in his case speaking and listening). Writing is one of language skill which is defined by Brown (2001) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. Meanwhile, Harmer (2004) states that writing is about grammatically correct sentences. The information, ideas, and message are wrapped in the form of text, which conventionally agreed by the language states that writing is a process of sharing information, message, or ideas in user

community about some criteria with them. They are Purpose, Rhetorical structure, Linguistic realization or grammatical structures. Harmer (2007) mentioned that writing involves planning what we are going to write. First drafting it, then reviewing and editing that we have written and producing a final version.

Related to writing skill, according to Heaton (1984) the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and theoretical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, example: punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thought, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively.
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

From the statements of definition of writing above, researcher conclude that 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.

Related to improving writing skill, according to Saiful (2014) The research findings indicated that use of Generative Learning Model could increase the students' writing skills. The researcher conducted a diagnostic test before implementation to know the students' writing skills. The results of the student's writing test in cycle 1 and cycle 2 had increased in different scores.

2. Types of Writing

There are four types of writing. They are narration, description, exposition and letter writing. The students in a piece of writing use one of these modes exclusively, but typically they are found in combination, with one or two predominant to achieve the researcher's primary rhetorical purpose and operating goal. Fachrurrazy (1990) explain the types of writing are:

a. Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

b. Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

c. Exposition

Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to

make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the researcher's thought. In logical order, the researcher guides the reader from one idea to another.

d. Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. Is usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

e. Letter writing

There are three main types of letter, namely: formal letter, business letter, and personal letter. Formal letter is normally used for invitation to an important dinner, dance, or other ceremony and is phrased in the third person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

3. The Function of Writing

According Chodiyah (2012) written language serves a range of function in everyday life, including the following:

- a. Primary for action Public sign, e.g. on roads and stations; product labels and instruction on food, tools or toys purchased, recipes, maps, television and radio guides bills; menus, telephone directories, ballot

papers, computer manual monitors and printouts. To social contact.

Personal correspondence letters, postcard, greeting cards.

b. Primarily for information Newspaper (news, editorial) and current affairs magazines, hobby magazines, non-fiction books, including textbooks, public notices, advertisement, etc.

c. Primarily for entertainment Light magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, games (including computer games).

E. Recount Text

1. Definition of Recount Text

According to Anderson as cite in Dwi (2010) recount is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened. The aim of the text is to retell the past event or to tell someone's experience in chronological order. Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report, etc.

2. Types of Recount Text

According Barwick (1999) there are different types of recounts with varying levels of language and content according to the audience and purpose.

a. Personal Recount A personal recount retells an activity that the

researcher or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

b. Factual Recount Text A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

c. Imaginary recount The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us,

establishing a relationship between the researcher and reader or speaker and listener, for example my diary as a child in space.

- d. **Procedural Recount** Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.
- e. **Critical Recount** A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage cause to the environment and ecosystem by this exploration.

3. Generic Structure of Recount Text

The recount text has three parts:

- a. **Orientation** takes in the First paragraph that give background information about who, what, where and when.
- b. **Event** Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. Re-orientation

Whereas Hardy and Klarwein as cited in Emilda (2010) state the generic structure of recount text consist of orientation, series of events and re-orientation. In orientation, the researcher sets the recount in time and place. While the series of events arranged in a temporal sequence and often expressed in terms. The reorientation is the optional element.

4. Language Features of Recount Text

Barwick (1999) explains that language features of recount text are:

- a. Proper nouns and pronouns identify people, animals or things. e.g. Mr. Lawrence, the postman, his racquet, she.
- b. Larger and more complex noun groups build up descriptions. e.g. the long distance runner, Lionel Drill.
- c. Word families are used to build topic information. e.g. smoke signals, drums, telephone, television.
- d. Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions. e.g. she jumped, she leapt, she crawled.
- e. Descriptive words add details about who, what, when, where and how. e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.
- f. Adverbs and adverbial phrases sequence events in time and indicate place. e.g. In 1927, On 6 June 1824
- g. Technical (the thorax, the abdomen) and abstract language (beauty) are use to add credence to the texts.

- h. Texts are written in past tense to retell past events. e.g. she smile.
- i. Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are use.
- j. Significant events are include and irrelevant details are exclude.
- k. Quote and report speeches are use. e.g. 'We are off on an excursion tomorrow,' said Mrs. Sheridan enthusiastically. Mrs. Sheridan enthusiastically add that they would be going on an excursion the next day.
- l. Evaluative language is use in factual and personal recounts. e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.
- m. Sentences should be structured with the focus on the important u.information at the beginning. e.g. The last trip he ever made was In 1909 they first entered.
- n. The passive voice is use at times to allow the researcher to leave out the person doing the action.

F. Theoretical Framework



Figure 2.1 theoretical framework

The process of achieving the objectives of this study was illustrated by the diagram above. Researcher began by giving writing tests to students on writing assignments or asking the lecturer about student documents for writing assignments. After collecting the test documents, the researcher would analyze the documents one by one to get data about their writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study the researcher has used qualitative method. According to Polkinghorne (2005) "Qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people's lives". The researcher has used descriptive methods to gather data that serve as evidence for their distilled description. Its means, descriptive was a research design where the researcher has presented the data using a description. From the explanation above, the researcher has concluded if the researcher who used qualitative research should be objective to give an opinion in their research. Moreover, the researcher had consistent to give an opinion because the result qualitative is static.

B. Population and Sample

1. Population

The population of this research was the eight-grade students of junior high school of Smp Muhammadiyah 12 Makassar. There was one class and the populations were 25 students.

2. Sample

The researcher has used purposive sampling technique. According to Sugiyono (2010) purposive sampling is a technique for determining research samples with certain considerations that aim to make the data obtained later be more representative. The researcher has taked 10 students from one class at the eighth-grade of junior high school students of Smp

C. Research Instrument

1. Writing Test

The researcher has collected the data by giving a writing test to the students. The test instrument was to write recount text. The researcher has instructed the students to compose a recount text that tells their unforgettable moments before the covid-19 pandemic. Then the researcher have passed the recount text theme to all students. When students finished their writing, the results of their writing would be collected and then the researcher would give a mark on the wrong words. Then the researcher would ask them to proofread and revise the mark words and collect the results of their writing again. After all the data was collected, the researchers analyzed it again.

D. Procedure of Collecting Data

1. The researcher prepared instruments or tests for students. The instrument or test consists of instructions for writing recount text.
2. Researcher came to the school to ask the principal's permission to allow the researcher to do the research. After obtaining permission, the researcher met with the English teacher to arrange the time to do the research.
3. Researcher conducted research on eighth-grade students and got a class as the research sample based on purposive sampling. Before giving the writing test, the researcher looked at the teaching and learning process on google class. The English teacher provides explanations to students with the topic of recount text. After explaining the material, the researcher provided directions and guidelines for how to do the recount text test in google

classroom.

4. Next, the researchers collected the students' writing tests and check them by circling the wrong words or sentences and return them to the students to correct their own writing.
5. Then, the students' writing is collected again. The researcher checked it to find out whether the students can correct the incorrect word or not. If the students can correct, it means they make a mistake, and otherwise, when the students cannot identify the mistake, it means the students make an error.
6. Next, the researchers analyzed the writing test.
7. Researcher calculated the total error by drawing it in a table based on the classification of errors then the researcher made the total error result into a percentage and a graph.
8. Researcher analyzed and classified causes of errors based on Norrish's theory. Then the researchers explained the causes of errors made by students. The total number of sources of error is generated in tables and converted into percentages and charts.
9. Then the researcher interpreted all the data descriptively.
10. The final step, the researcher drew conclusions from the research that has been done.

E. Technique of Data Analysis

The researcher used qualitative research in this study which the method was conveyed in a descriptive analysis way to described and interpreted the result of qualitative data. To get the qualitative result, the data was calculated and drew up in the table of percentages which the formula as follows

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

P = Percentage value

F = The number of frequencies / total error type

N = Ideal Number / total value

100 % = Fixed Number

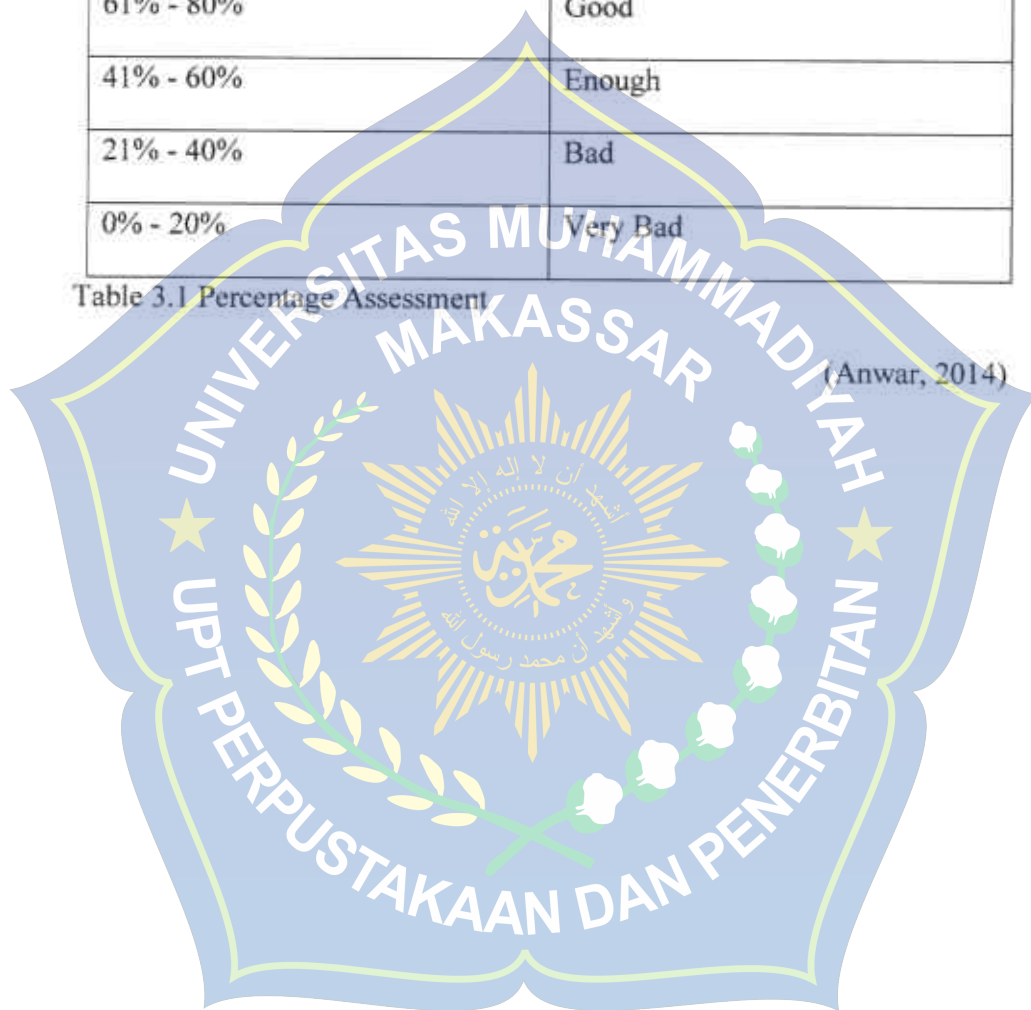
Anwar (2014)

The calculation used to find an overview of the research variables in the form of student's errors by calculated the percentage of the components in the type of errors. To find an overview of the answers (writing assignments) of each respondent $N = \text{highest value} \times \text{number of components in types of errors}$. To find a picture of each component in types of errors $N = (\text{the number of each error score} \times \text{the respective error frequency} \times \text{number of respondents})$ as for the presentation research guidelines as follows:

Interval	Category
81% - 100 %	Very Good
61% - 80%	Good
41% - 60%	Enough
21% - 40%	Bad
0% - 20%	Very Bad

Table 3.1 Percentage Assessment

(Anwar, 2014)



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. The Description and Analysis of The Common Errors

The researcher identified and calculated the students' number of each error. The researcher drew up the result of the calculation into a table and convert them into percentages. Then, the researcher made a pie chart based on the result. After that, the researcher interpreted the data after processing the result. This table below was the recapitulation of the students' recount text writing errors.

The Student	The Classification of Error				Total
	Omission	Addition	Misformation	Misordering	
Student 1	2	5	5	0	12
Student 2	1	4	5	1	11
Student 3	5	4	4	1	14
Student 4	2	6	5	1	14
Student 5	1	4	2	0	7
Student 6	1	3	9	0	13
Student 7	1	2	5	0	8
Student 8	2	4	1	0	7
Student 9	2	3	11	0	16
Student 10	3	5	5	0	13
Total	20	40	52	3	115
Percentage of Error	17%	35%	45%	3%	100%

Table 4.1

The percentages of the recapitulation of students' errors converted into a pie chart. The pie chart covers the highest and lowest rank as follows.

The Classification of Error

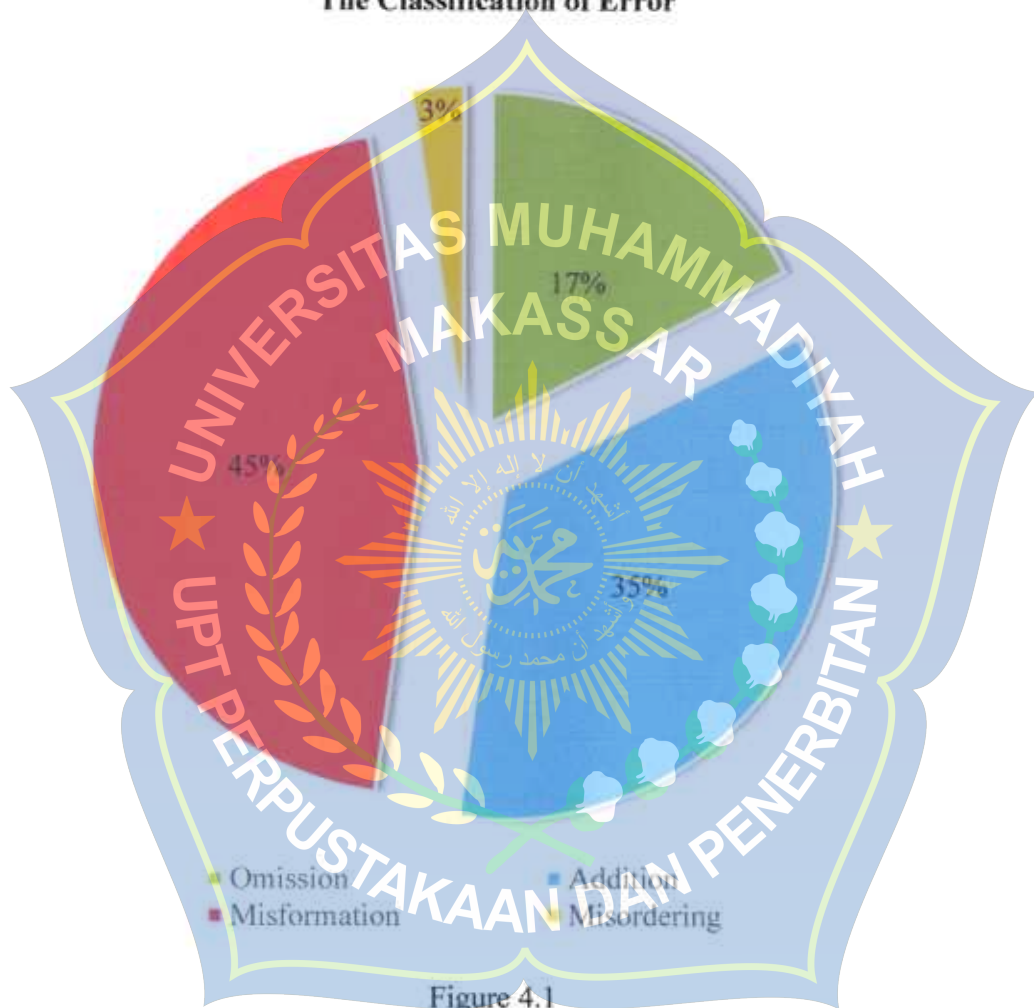


Figure 4.1

The pie chart above based on the students' writing data explains the varieties of errors that students made. The researcher elaborated the result of the pie chart above started from the highest error number until the lowest rank.

1) Misformation

Most of students made an error in misformation which the error was 52 or 45%. An example sentence of it was "The atmosphere in the village is very cool" It should be "The atmosphere in the village was very cool." The other example of it was "We go in the morning." it should be "We went in the morning." The researcher assumed that the error caused by first language interference because Indonesian language has different grammatical rules from English. Verb did not change from the present to past or future and in English verb needed to change from the present to past or future to express the tense. Especially for the past verb which was divided into a regular and irregular verb was confusing enough for the students because it was not available in the Indonesian language. Sometimes it happened when students had learned a rule of grammar and they applied its rule for all other rules and this source of error is called intralingual transfer.

2) Addition

The students made 40 addition errors or 35%. An example sentence of it was "I also saw lots of monkeys..." It should be "I also saw lot of monkeys". Other example of error in word choice was "I played playstation untill 2.00 am" It should be "I played playstation until 2.00 am." The researcher assumed that carelessness was caused by addition error. The students wrote the wrong word that did not need in the sentence.

3) Omission

In this type of error, the students made 20 or 17% errors. The Researcher predicted this error caused by Translation. It occurred when the students did not know the appropriate structure to compose a sentence because they translated the Indonesian language into English directly, which becomes an error. The student's generalized one rule because they did not mastered yet the knowledge. The example was "we listened to the radio sing together." That probably the intended sentence is "we listened to the radio and singing together."

4) Misordering

The lowest rank error that made by the students was misordering. It was 3 or 3% errors. This error was caused by carelessness. The students did not know how to write the proper words to interpret their intention and then they tried to write everything on their mind based on their version and this strategy becomes error. For example, "My mom called my sister and i." That it could be "My mom called my sister and me."

2. The Description and Analysis of The Cause of Students' Errors

Based on the description of data above, the resercher analyzed the data by presenting the cause of students' errors. The researcher analyzed the students' cause of error according to Norrish (1983). The researcher classified the cause of errors into three types that is carelessness, first language interference, and translation". After analyzing the data, researcher calculated them. The researcher drew up the total calculation into table. After that, researcher made the percentages based on the total result and

converting the percentages into a pie chart. The table below was the recapitulation of students' cause of errors.

The Students	The Cause of Errors			Total
	Carelessness	First language interference	Translation	
Student 1	4	4	5	13
Student 2	3	8	2	13
Student 3	2	5	5	12
Student 4	2	5	3	10
Student 5	0	6	4	10
Student 6	1	5	6	12
Student 7	2	9	4	15
Student 8	2	4	2	8
Student 9	2	6	3	11
Student 10	2	5	4	11
Total	20	57	38	115
Percentage Cause of Error	17%	50%	33%	100%

Table 4.2

After getting the percentages from the recapitulation of students' cause of errors above, the researcher displayed them into a pie chart started from the highest until the least rank as follows.

Percentage Cause of Error

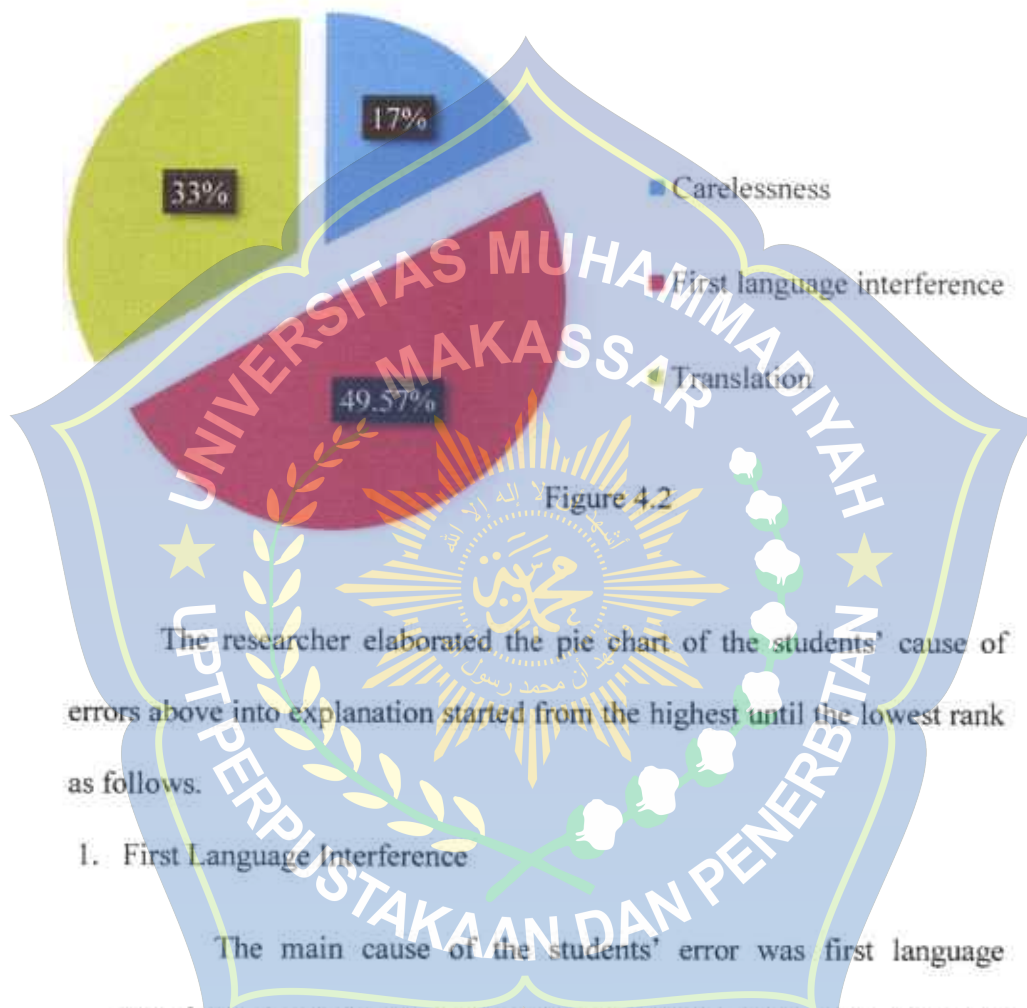


Figure 4.2

The researcher elaborated the pie chart of the students' cause of errors above into explanation started from the highest until the lowest rank as follows.

1. First Language Interference

The main cause of the students' error was first language Interference which the total result was 57 or 50%. First language Interference-related to the students' learning style first language Interference occurred when the students were influenced by the first language in using the target language. The interference of the first language involved in the language learning process. It commonly happened for foreign learners when they learn a second language or foreign language. These were the example errors caused by first language Interference "We go in the morning." it should be "We went

in the morning.” Another example is “At night, we held a fire camp night.” it should be “At night, we held a camp fire night”.

2. Translation

Translation was the second highest common cause of error made by student which the total result was 38 or 33% error. When students who learned a rule of target language but they did not master to translate it and they applied in the new rule, it was called translation. Therefore the student's incorrect sentence structure because they generalized one rule to others. “I and family went to home grandmother.” that the correct sentence is “My family and I went to grandmother's home.”

3. Carelessness

The lowest cause of error was carelessness which the error was 20 or 239%. Carelessness could be caused by the teacher, textbook material, or the student itself. Sometimes, the teacher mislead explanation improperly contextualized based on the textbook when the teacher explains the pattern in the classroom or the textbook itself gave hardly comprehensible explanation for the students, and may be the students had misperception of teacher's explanation from the materials given that leads them to make the error. “...and the next day morning we went to the recreation area is which has very beautiful waterfall.” which the correct “...and the next morning we went to the recreation area which has a very beautiful waterfall.”

B. Discussions

The discussion of the research findings there were two problems

statements in this research and the discussion only focuses on them. In the previous chapter, the aim of the study was to know the common type of errors and the main causes of errors in writing recount text by students of Smp Muhammadiyah 12 Makassar.

The researcher analyzed and classified the errors found in writing recount text based on the Surface Taxonomy Categories in the type of omission, addition, misformation and misordering error.

1. The most common types of students' errors in recount text written by the eighth-grade students of Smp Muhammadiyah 12 Makassar

According to Dulay et al. (1982) divided errors into 4 types of grammatical error within the surface strategy taxonomy, they were: Omission was characterized by the absence of item that should appear in a correct form of utterance. There were some types of morphemes were omitted more than others. Addition error was an item which must not appear in a correct form of utterance. This type of error usually happened when learner has already acquired few target language principles. Misordering error was wrong placing of a morpheme or a group of morphemes. And also Misformation error was characterized by wrong form of morpheme or structure. In this condition, learners still supply something in their second language production even thought.

The researcher interpreted the data based on the description and analysis data above. The result shows that the most common type of errors made by the students in writing recount text was misformation which was 52 or 45% error. English was a language which has difference in spoken and

written. When the students spoke in English they did not think about the capital letter but when they write a paragraph they have to pay attention to the tenses and adverb of time. Therefore most of students were error in misformation.

2. The main cause of students' errors in writing recount text by using Google Classroom in Smp Muhammadiyah 12 Makassar.

The second question of this research was about the main cause of errors in writing recount text by using Google Classroom in the eighth-grade students' of Smp Muhammadiyah 12 Makassar. Based on the findings, the researcher found the cause in writing recount text was first language interference. It was often closely related to mother tongue. First language interference it was matter of habit formation. When someone tries to learned new habits, the old ones would interfere the new ones. And Translation it was one of the causes of error, this happened because the student translated his first language sentence to the target language word by word. This cause of error was closely related to the previous cause of error in first language interference. When student try to translate the first language into the target language, the first language would interfere the target language in their translation. This was probably the most common cause of error.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The researcher analyzed and classified the errors found in the writing of recount text based on the Surface Taxonomy Categories in the types of omission, addition, misformation and misordering error. Omission was characterized by the absence of item that should appear in a correct form of utterance. There are no. Addition error was an item which must not appear in a correct form of utterance. This type of error usually happens when learner has already acquired few target language principles. Misordering error was wrong placing of a morpheme or a group of morphemes. And Misformation also error was characterized by wrong form of morpheme or structure. In this condition, learners still supply something in their second language production even thought.
2. The second, the researcher found the causes of grammatical error in writing recount text by using Google Classroom in the eighth-grade students' of Smp Muhammadiyah 12 Makassar there were carelessness, first language interference, and translation. In this study, the researcher found less carelessness because there were no interview and discussion processes in the application. the researcher could not know which student recheck the task or not. this was one of the weaknesses of learning writing using the google application.

B. Suggestion

The researcher suggested that the students should learned more about English tenses practically, especially in writing. Students should know how to write a good sentence in terms of languages and rules of composing recount text.

For the lectures, The researcher suggests that teachers use the English language often more in the learning process (combinations) so that students can be trained in every English lesson, not only when writing procees. The lectures also suggested to facilitate the students to improve their English, at least check the students' English in writing them experience. Lectures may compose rules in writing epecially in recount text that will give easy writing for students.

Finally, the future researchers were recommended to explore more about research findings which related to this problem. Besides, the researcher expects that this result of study can inspire future researchers to conduct other researches related to grammatical errors analysis to enrich the existing studies.

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A



I

X

Appendix 1

INSTRUMENT

Material of Teaching and Learning

Show the material by using Google Classroom

A. DEFINITION OF RECOUNT TEXT

Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complications among the participants and that differentiates from narrative text. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

B. PURPOSE OF RECOUNT TEXT

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

In a simple word the purpose of recount text is To retell past experience

C. GENERIC STRUCTURE OF RECOUNT TEXT

In each example of recount text, there are three parts that characterize the language structure of recount text. The three parts are:

1. Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
2. Events : A series of events, ordered in a chronological sequence.
3. Re-orientation :A personal comment about the event or what happened in the end.

D. LANGUAGE FEATURES OF THE DESCRIPTIVE TEXT

In recount text, there are linguistic characteristics that distinguish it from other types of texts. The characteristics of the language are as follows:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday, On Monday, On Sunday
3. Focus on specific participant, e.g. I (the writer)
4. Using the conjunctions, such as: then, before, after, etc.
5. Using action verb, e.g. went, stayed.

E. EXAMPLE OF RECOUNT TEXT

1. A Trip To Borobudur Temple



(Orientation) Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

(Events) We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls.

My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist.

(Re-orientation) We went back at 04:30 in the evening. It was a very interesting vacation.

2. Going to School



(Orientation) My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position.

(Events) I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied, would I be allowed to rush out of the front door.

I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 metres I would be able to see the tall steeple of the school.

(Re-orientation) The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

3. Came Late to school



(Orientation) Last wednesday, I came late to my school because I played playstation untill 2.00 am in the night. Because that I woke up late.

(Events) I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my moyorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation.

It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

(Re-orientation) It was my bad experience and I hoped I would not do that again

STUDENTS WORKSHEET

Name :
Class : 8th junior high School
Subject : Bahasa Inggris
Topic : Recount text (Writing recount text)
Allocation Time : 30 minutes

1. Write down a recount text about your experience based on the theme you specify below :

1. The first day in Smp Muhammadiyah 12 Makassar
2. The first time you stay home in pandemic
3. Visiting tourist place in south sulawesi (Lego lego, CPI, Malino, Bira, Toraja, etc)

1. _____

Appendix 2

The Student	The Classification of Error				Total
	Omission	Addition	Misformation	Misordering	
Student 1	2	5	5	0	12
Student 2	1	4	5	1	11
Student 3	5	4	4	1	14
Student 4	2	6	5	1	14
Student 5	1	4	2	0	7
Student 6	1	3	9	0	13
Student 7	1	2	5	0	8
Student 8	2	4	1	0	7
Student 9	2	3	11	0	16
Student 10	3	5	5	0	13
Total	20	40	52	3	115
Percentage of Error	17%	35%	45%	3%	100%


The Students	The Cause of Errors			Total
	Carelessness	First language interference	Translation	
Student 1	4	4	5	13
Student 2	3	8	2	13
Student 3	2	5	5	12
Student 4	2	5	3	10
Student 5	0	6	4	10
Student 6	1	5	6	12
Student 7	2	9	4	15
Student 8	2	4	2	8
Student 9	2	6	3	11
Student 10	2	5	4	11
Total	20	57	38	115
Percentage Cause of Error	17%	50%	33%	100%

Appendix 3

Students Workshee

4G  

09:48

4G 78% 



Tenggat: 6 Apr 11:20

ABSENSI KEHADIRAN
SISWA

100 poin



Tambahkan komentar kelas

Jawaban Anda

Diserahkan



Present

8

Tambahkan komentar pribadi



Apendix 4

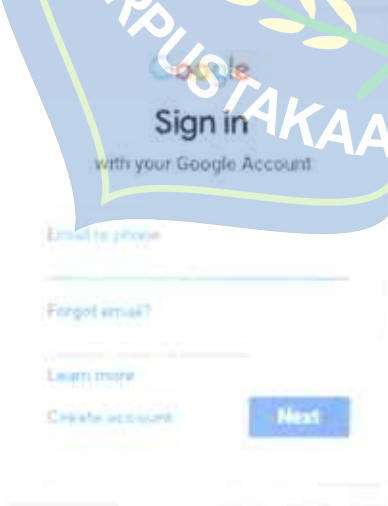
How to Using of Google Classroom

The first time to using Google Classroom, you must have an active internet connection to sign in and follow the detailed steps below.

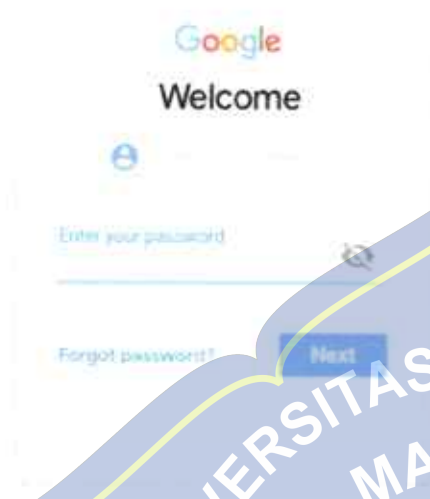
1. Go to classroom.google.com and click Go to Classroom.



2. Enter the email address for your Classroom account and click Next.

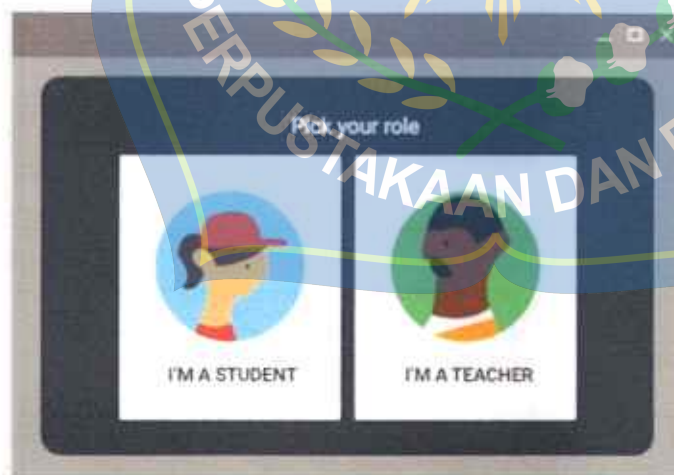


3. Enter your password and click Next.



4. If there is a welcome message, review it and click Accept.
5. If you're using an Google Workspace for Education account, click I'm A Student or I'm A Teacher.

Tip: Users with personal Google Accounts won't see this option.



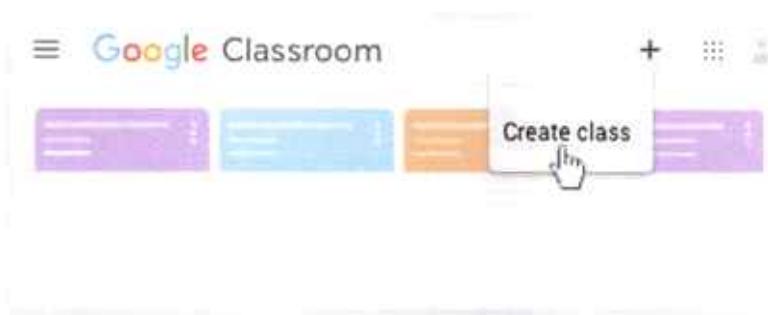
6. Click Get Started.



Switch to a different account

If you're signed in to multiple accounts and need to switch to the account that you use with Classroom:

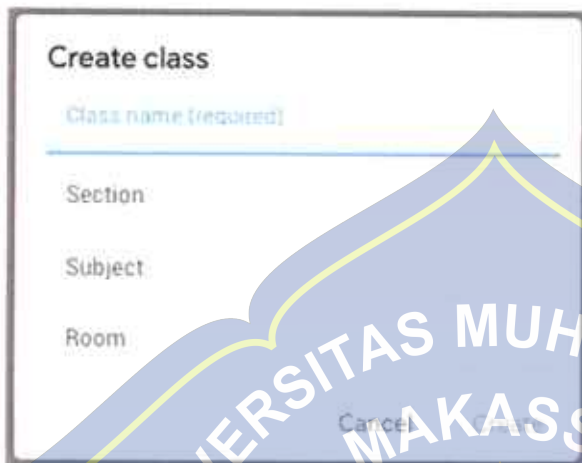
1. At the top, click your profile image or initial.
2. Select the account.
 - a. Create a class by teacher
 1. Go to classroom.google.com.
 2. At the top of the classes page, click Add Create class.



Note: If you don't see "Create class", your account only lets you join classes.

Switch accounts or contact your Google Workspace administrator for help.

3. Enter the class name.



Create class

Class name (required)

Section

Subject

Room

Cancel

4. To enter a short description, grade level, or class time, click Section and enter the details.
5. To add a subject, click Subject and enter a name or click one from the list that appears when you enter text.
6. To enter the location for the class, click Room and enter the details.
7. Click Create.

Classroom automatically creates a class code that you can use to invite students to the class. You can always get the class code at the top of the class stream.



b. Join a class by Student

To use Classroom, you sign in on your computer or mobile device and join classes. After you join a class, you can get work from your teacher and communicate with your classmates.

a. Join with a class link

1. Click the class link your teacher shared.
2. Select the account you use for Classroom.

Note: If you need to switch accounts, click Switch accounts before you try to join.

Join class?



3. Click Join.

b. Join with a class code

Your teacher can tell you the class code. After you get the code, follow these steps:

1. Go to classroom.google.com.
2. Make sure to sign in with the correct account. If you're already signed in and need to switch accounts, in the top-right corner, click your profile picture select or add your account.

3. At the top, click Join class.



4. Enter the class code from your teacher and click Join.



Note: Class codes are 6-7 characters, and use letters and numbers. Codes can't have spaces or special symbols.

c. Join with an email invite

Your teacher might send you an email invite. You can join the class from the email or in Classroom.

Accept the invite in Classroom :

1. Go to classroom.google.com.

2. Make sure to sign in with the correct account. If you're already signed in and need to switch accounts, in the top-right corner, click your profile picture /select or add your account.

3. On the class card, click Join./

Accept the invite in your email :

1. Open the email program you use for Classroom.
2. In the email invite, click Join.
3. If you see Class not found, click the Down arrow / and sign in with the account you use for Classroom.
4. Click Join.



Apendix 7

Documentation

the time to school and found by parents

Introduction (Pemberitahuan), I come late to school because
I stayed up late last night. I went straight to
the bathroom

(Cerita) I woke up at around 11:30 and the class started
at 8:30 am

I always wake up late and I don't know how to
do it because the morning sun was so low
Firstly, I woke up at 11:30 am, but I was surprised
because my homework at home finished. I was forced to hurry
to the house when I was home I went straight to my room
that I stayed at home often that I went back to school
because I was at home only. I finished late at 11:30 am
now to school I brought the basket and car. I finished the
blue my basket and the bag over the Friday the basket
and the bag the bag was placed to water because the
water is clean the basket and because of what my hand
do. My class is not use and so is my bag and I can't remember
how many things the basket and the bag



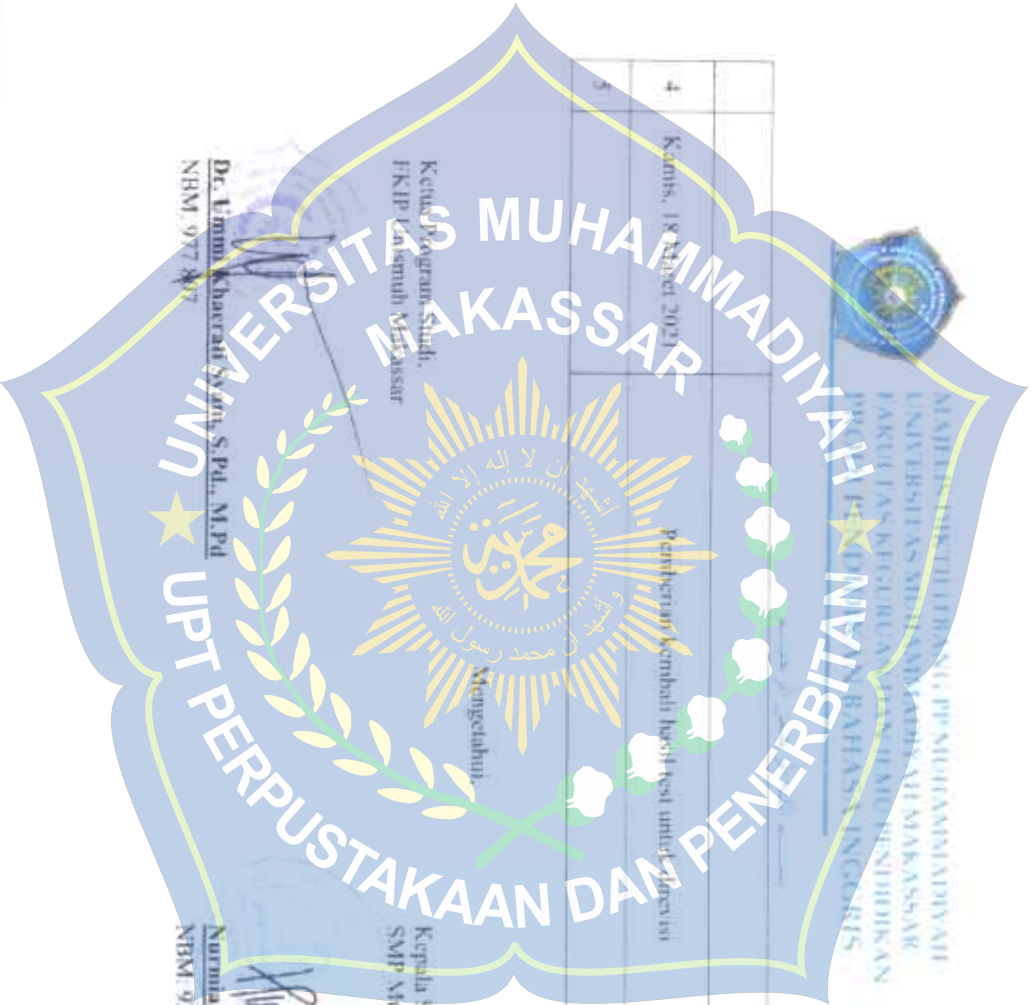
Appendix 6



Narasi Mahasiswa : Aswin Nurdin
 NIM : 10535114316
 Judul Penelitian : *An Analysis of Students' Errors in Writing Recount Text by Using Google Classroom*
 Tanggal Ujian Proposal : 2 Juni 2021
 Tempat/lokasi Penelitian : Smp Muhammadiyah 12 Makassar

No	Tarikh/waktu	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 15 Maret 2021	Observasi	Nurul Islah Mawaddah, S.Pd.	
2	Selasa, 16 Maret 2021	Observasi	Nurul Islah Mawaddah, S.Pd.	
3	Rabu, 17 Maret 2021	Pembekalan Kesi Memulis	Nurul Islah Mawaddah, S.Pd.	





MATHEMATIKA FISIKA DAN MATEMATIKA
 UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN PENDIDIKAN
 PROGRAM STUDI BAHASA INGGRIS

4	Kamis, 18 Maret 2021	Pemberian kembali hasil tes untuk revisi	Nurul Islah Mawaddah, S.Pd	
5				

Makassar, 06 September 2021

Ketua Program Studi,
 FKIP Lasmuthi Makassar

Dr. Ummi Khaerati Syah, S.Pd., M.Pd.
 NBM 977 807

Kepala Sekolah
 SMP Muhammadiyah 12 Makassar

Nurul Haliq, S.Ag., M.Pd.
 NBM 934 010



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail: lp3munismuh@plama.com



Nomor : 4332/05/C.4-VIII/VIII/40/2021
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

05 Muharram 1443 H
13 August 2021 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMP Muhammadiyah 12
di -

Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 6503/FRIP/A.4-II/VIII/1443/2021 tanggal 13 Agustus 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : **ASWIN NURDIN**
No. Stambuk : **10535 1134516**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul

"An Analysis of Students' Errors in Writing Recount Text By Using Google Classroom"

Yang akan dilaksanakan dari tanggal 16 Agustus 2021 s/d 16 Oktober 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

08-21



SURAT KETERANGAN

No: 30 / KET/ III.4.AU/F/IX/2021

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah 12 Perumnas menerangkan bahwa :

Nama : **ASWIN NURDIN**
NIM : 10535 1134516
Jenis Kelamin : Laki-Laki
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FKIP
Pekerjaan : Mahasiswa Universitas Muhammadiyah Makassar


Mahasiswa yang tersebut namanya di atas benar telah mengadakan penelitian di SMP Muhammadiyah 12 Diakui Makassar untuk penyusunan skripsi dengan judul :

"An Analysis of Students' Errors in Writing Recount Text By Using Google Classroom"

Yang berlangsung dari tanggal 15 Maret s/d 15 Mei 2021.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Makassar, 06 September 2021
Kepala Sekolah


Nurmiati Halim, S.Ag, M.Pd.I
NBM: 934 010