

**GRAMMATICAL ERRORS MADE BY THE STUDENTS IN
WRITING RECOUNT TEXT**

*A Descriptive Research at the Tenth Grade Students Of SMK YP PGRI 1
Makassar*



THESIS

*Submitted to the Faculty of Teacher and Training and education Makassar
Muhammadiyah University in Partial Fulfillment of the requirement for the Degree of
Sarnaja Pendidikan in English Education Department*

NURHASYANAH
10535 4139 09

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2014**



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 . Sultan Alauddin No. 259 Telp. (0411) 866972 Makassar 90221

APPROVAL SHEET

Title : **Grammatical Errors Made by the Students' in writing
 Recount Text (*A Descriptive Research at the Tenth Grade
 students of SMK YP PGRI 1 Makassar*)**

Name : **NURHASYANAH**

Reg. Number : **10535 4139 09**

Program : **ENGLISH DEPARTMENT / STRATA 1 (S1)**

After being checked and observed this thesis has fulfilled qualification to be
 examined.

Makassar, January 2015

Supervisors

Consultant I

Consultant II

Dr. Hj. Andi Tenri Ampa, M.Hum.

Yassir Mallapiang, S.S., M. Pd

Dean of FKIP

Unismuh Makassar

Head of English

Education Department

Dr. A. Sukri Syamsuri, M.Hum

NBM: 858 625



Erwin Akib, S.Pd., M.Pd

NMB:860934

**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

SURAT PERJANJIAN

Name : NURHASYANAH
Reg. Number : 10535 4139 09
Program : ENGLISH DEPARTEMENT
Title : Grammatical Errors Made by the Students' in Writing Recount
Text (*A Descriptive Research at the Tenth Grade students of
SMK YP PGRI 1 Makassar*)

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam penyusunan skripsi saya, saya akan selalu melakukan konsultasi dengan pembimbing
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi saya
4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Maret 2015

Yang membuat perjanjian

Nurhasyanah

Diketahui Oleh:

Head of English Education Department

Erwin Akib, S.Pd., M.Pd.

NBM: 860 934



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

SURAT PERNYATAAN

Name : NURHASYANAH
 Reg. Number : 10535 4139 09
 Program : ENGLISH DEPARTEMENT
 Title : Grammatical Errors Made by the Students' in Writing Recount
 Text (*A Descriptive Research at the Tenth Grade students of
 SMK YP PGRI 1 Makassar*)

Dengan ini saya menyatakan bahwa:

Skripsi yang saya ajukan didepan tim penguji adalah hasil karya saya sendiri, bukan hasil jiplakan dan tidak dibuat oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Maret 2015

Yang membuat pernyataan

Nurhasyanah



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Name : NURHASYANAH
 Reg. Number : 10535 4139 09
 Program : ENGLISH DEPARTEMENT
 Title : Grammatical Errors Made by the Students' in Writing Recount
 Text (*A Descriptive Research at the Tenth Grade students of
 SMK YP PGRI 1 Makassar*)

Dengan ini saya menyatakan bahwa:

Skripsi yang saya ajukan didepan tim penguji adalah hasil karya saya sendiri, bukan hasil jiplakan dan tidak dibuat oleh siapapun.

Demiki anlah pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Maret 2015

Yang membuat pernyataan

Nurhasyanah

Diketahui Oleh;

Consultan I

Consultant II

Dr. Hj. Andi Tenri Ampa, M. Hum**Yassir Mallapiang, S.S., M.Pd****ABSTRACT**

NURHASYANAH: *Grammatical Errors Made by the Students' in Writing Recount Text A Descriptive Research at the Tenth Grade students of SMK YP PGRI 1 Makassar.* Under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by **Hj. Andi Tenri Ampa and Yassir Mallapiang.**

Have been made to analyzed the grammatical errors in writing recount text was the tenth grade students of SMK YP PGRI 1 Makassar. This research described the kinds of errors in writing recount text.

This research used descriptive method. Before decribing about the grammatical errors made by students, the writer found that the students made 148 errors from 976 words. The errors were classified into four types errors. They were 23 (15,55%) omission errors, 12 (8,10%) addition errors, 99 (66,90%) misformation errors, and 14 (9,45%) disordering errors. The errors were in three parts of recount text 37 errors (25%) in orientation, 88 errors (59,46%) and 23 errors (15,54%)

Based on the data above, the writer concluded that misformation was the dominant from kinds of errors made by the tenth grade students at SMK YP PGRI 1 Makassar.

Key word: error, word, grammatical, omission, addition, misformation, disordering



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

SURAT PERJANJIAN

Name : NURHASYANAH
 Reg. Number : 10535 4139 09
 Program : ENGLISH DEPARTEMENT
 Title : Grammatical Errors Made by the Students' in Writing Recount
 Text (*A Descriptive Research at the Tenth Grade students of
 SMK YP PGRI 1 Makassar*)

Dengan ini menyatakan perjanjian sebagai berikut:

5. Mulai dari penyusunan proposal sampai selesainya skripsi saya, saya akan menyusun sendiri skripsi saya.
6. Dalam penyusunan skripsi saya, saya akan selalu melakukan konsultasi dengan pembimbing
7. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi saya
8. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Maret 2015

Yang membuat perjanjian

Nurhasyanah

Diketahui Oleh:
Head of English Education Department

Erwin Akib, S.Pd., M. Pd.

NBM: 860 934

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and most merciful.

Alhamdulillah Rabbil Alamin, the writer would like to express her praise and thankfulness to Allah SWT for blessings, loves, mercies, guidance and most of all, to finish this thesis. Shalawat and Salam are sent to the messenger of ALLAH SWT, MUHAMMAD SAW, his families, companions, and followers till the end of the day.

Unlimited thanks are dedicated to her beloved parents: **Aminuddin Taba and Salehah Mukhlis** for their deepest loves, continual pray, and huge encouragements in everything she does. Special thanks also to her brothers, Nasrullah, Sarifuddin, and Muhammad Ajrin, SE., Khairul Akbar S.pd. and her sisters Sri Rahayu, Titi Kurnia and Aulia Raihanun Nafi'ah. Thank you for her beloved grandmother Habibah, sister in law Masnah, brothers in law are Sarifuddin and M.Amin S.T, nephew, and niece.

She expresses her deep appreciation to his first consultant, **Dr. Hj. Andi Tenri Ampa, M. Hum** and her second consultant **Yassir Mallapiang, S.S., M.Pd**, for their valuable ideas, suggestions, corrections, guidance, and remarkable patience towards the complication of this thesis.

Special thanks are addressed to Muhammadiyah University of Makassar and English Education Department because of gave an opportunity to the researcher in getting undergraduates education.

1. My deeply and most great full for the Rector of Makassar Muhammadiyah University,
Dr. H. Irwan Akib, M.Pd.
2. My greatly indebted to Dr.A. Sukri Syamsuri, M.Hum as the Dean of FKIP Unismuh Makassar.
3. My deepest and affectionate thank to Erwin Akib, S.Pd, M.Pd, the Head of English Education Department of FKIP UNISMUH Makassar.
4. My heartfelt thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah university of Makassar for their guidance during the years of my study.
5. Special thanks to the Vice headmaster of SMK YP PGRI 1 Makassar Syamsul Bakhri, S.Pd., M.Pd. the English Teacher of all Class XI Nurhasanah, S.Pd. and the entire students of all Class XI for helping to accomplish this thesis.
6. Her special gratitude and extended to her dearest friends Susi, vera, sister Fatmah, friends in P2K are Ukhti Rahma Ria, Uni dan Uli, and the members

of Class H 09. For their loves, togetherness fully with joy and joke, you would never be forgotten and would be pleasant memories till the end. I love all.

7. Unforgettable her beloved friendship who have given supported to the researcher every time and everywhere (Rini, Sri, Mala, Imul, Rohana, Ukhti Nahdah, ukhti Jirah, ukhti Miftah and sister Usha)

I also would extend my gratitude to some other peoples who provided me help in many ways in making this study complete. Forgive me that I could put all your names here, but you will always be the treasure of my heart and I will not ever forget your kindness.

Makassar, Maret 2015

Writer

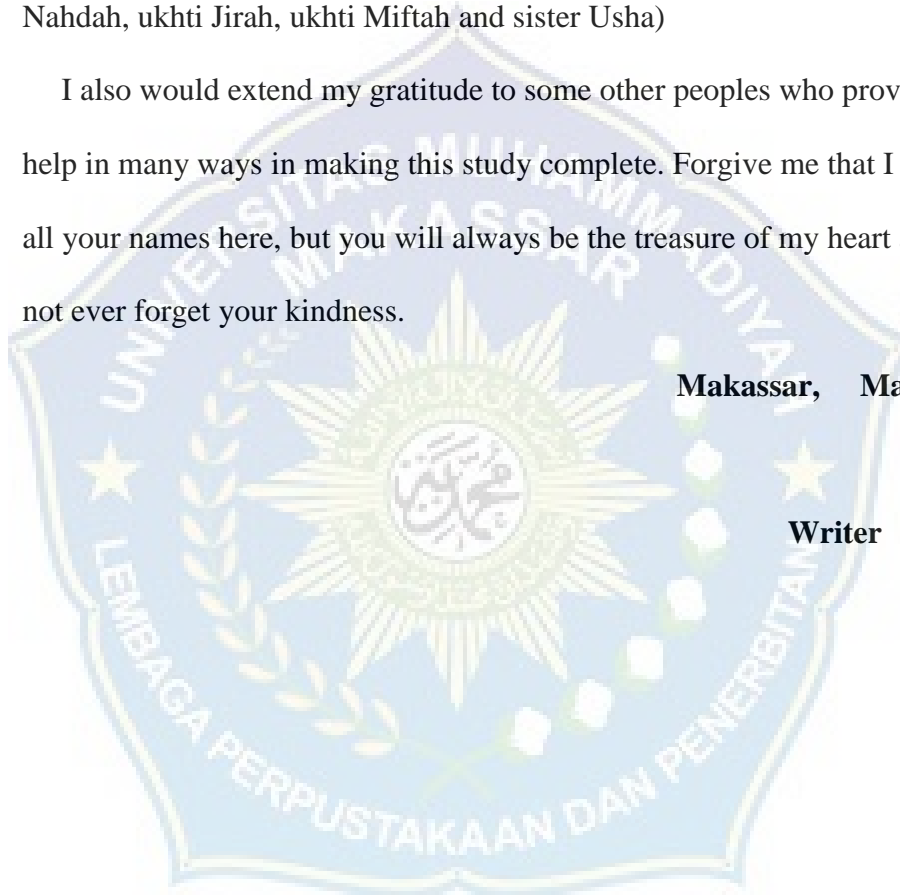


TABLE OF CONTENTS

TITLE PAGE	i
APROVAL SHEET.....	ii
CONSELING SHEET	iii
SURAT PERJANJIAN.....	iv
SURAT PERNYATAAN.....	v
MOTTO.....	vi
ABSTARCT.....	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES AND CHART	x
CHAPTER 1 :INTRODUCTION	
A. Backround.....	1
B. Problem Statement.....	3
C. Objective of the Research.....	3
D. Significances of the Research.....	3
E. Scope of the Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Concept of Errors	5
1. What is Errors.....	5
2. Mistake and Errors	7
3. Error Analysis.....	9
4. Sources of Errors	10
5. Types of Errors Analysis.....	11
B. The Concept of Grammar	12
1. Grammar	12
2. Grammatical errors.....	13
2. Tenses	14
3. Sentences.....	21
C.The Concept of Writing.....	25
1. what is writing.....	25

2. The Components of Writing.....	26
3. Types of Writing	30
D. The Concept of Recount Text	31
1. What Is Recount Text	31
2. The Generic Structure of Recount Text	31
3. language Feature Of Recount Text	32
E. Conceptual Framework.....	34
III METHOD OF RESEARCH	
A. The Research Method	35
B. Research Variables and indicators	35
C. Population and Sample	35
D. Instrument of The Research	36
E. Data Collection.....	37
F. Data Analysis	37
CHAPTER IV FINDING AND DISCUSSION	
A. Findings	39
B. Discussion	42
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusions	46
B. Suggestions.....	47
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES AND CHART

Tabel 1.: The grammatical errors made by students in every parts of recount

text.....	40
-----------	----

Tabel 2. The precentage Kinds of Errors	41
Chart 1. The dominant errors.....	42

CHAPTER I

INTRODUCTION

A. Background

Learning language is one key for making interaction among people in this world. In learning language we must mastery four skills in a language, there are listening, speaking, reading, and writing. Writing is one of the shapes of linguistic competence that is expressed in written form, besides in oral form. In writing, one thing that is most important to mastery by students is grammar; the grammar of a language is a description of the ways in which the language used structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Learners need to know the grammatical system of language they can communicate with others in

order to transfer the message properly. In order to use a language well, learners should learn the rules of a language or to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages so they need considerable amount of time to be able to master the target language well. Besides by making errors learners will build their new knowledge to use the target language. Therefore, it is important to analyze the errors because by learning the errors there are many advantages such as a device which the learner uses in order to learn (Selinker in Soesanti's thesis, 1992: 150), to fully grasp and understand the nature of errors, and instead of just being able to recognize errors.

The grammatical errors in writing recount text which have been researched by some previous writers said that there were four types of errors that made by students in writing recount text those are: interference, developmental, ambiguous, and unique errors. And those errors can be classified in omission, addition, misformation, and disordering errors. The other previous study about the grammatical errors in writing recount text concluded by Haryanto (2007) that students made 235 errors and they have not mastered the use of verb groups and also they were still confused which one to use when making a grammatical sentence.

Based on the observation at SMK YP PGRI 1 Makassar the XI grade students, the writer found the students problem, especially in writing recount text ability. The students were still lack in grammar, vocabulary, etc of writing in this study. English subject to the tenth grade students of SMK; they have studied about

recount text, narrative text, and so on. In this research, the writer focused on recount text. Recount text is one of the topic text types that must be learned by the tenth year students. Therefore, students must mastery about this text.

Recount text is the text that explains about experiences that happened in the past time. Just like other text, This text has generic structure and social function. However, this type of text has purpose for gave entertain to the audience. Moreover, this text uses past tense as its language feature. Means that students must mastery this text, not only how to understanding this text but also how to write this text correctly. Writing recount text has close relation with how to apply past tense. Moreover, the phenomenon shows that students are not able to write recount text correctly. Therefore, they still make error in write this text.

Based on the problem above and the result of previous research about grammatical error in writing recount text is less, this thesis had potential to provide a better significance to understanding of grammatical in writing recount text. Therefore, the writer aims analyze *“Grammatical Errors Made by the students ‘in writing recount text” (A Descriptive Research at the tenth grade students of SMK YP PGRI 1 Makassar).*

B. Problem Statement

To make this research be clear, the writer has formulated a problem:

What kinds of grammatical errors are made by students in writing the orientation, event and re-orientation of recount text?

C. Objective of the Research

Based on the problem statement above, the objective the study as follows:

To find out the kinds of errors that made by the students in writing recount text.

D. Significance of the Research

This will be expected to be useful information for many people in learning process, such as:

1. The English teachers are able to devise effective lesson and develop teaching material.
2. Students can known their ability in writing recount text and their error in writing recount text, so that they have efforts to repair their error by asking their teacher.
3. To the school, the school has prepared the media that can use to repair students' error in writing recount text.

E. Scope of Study Research

The scope of the research was an analysis grammatical errors in writing the orientation, event and re-orientation in recount text. Focuses her attention in the kinds error investigated were errors of omission, errors of addition, errors of misinformation and errors of disordering.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Errors

1. What is Error

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. Making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguists is error analysis

Since the 1960's-1970's an error study or an error analysis has been chosen to be one of the methods to find the answer to the problems owing to the fact that errors themselves, as stated by Corder (1967: 12) edited by Richards, are significant in three ways:

“A learner's errors ...are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goals the learner has progressed....Second, they provide to the researchers evidence of how language is learned and acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly ...they are indispensable to the learner himself because we regard to the making of errors as a device the learner uses in order to learn.”(Richards, 1984:25)

Because of the significance of the errors themselves, foreign language teachers, in this case English pedagogues, have to realize that errors made by their students need to be analyzed correctly in order to be able to arrange learning strategy effectively. As stated by Corder (1967:12) defined, EA is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness.

Error analysis is also a methodology for investigating learners' competence in acquiring a second language acquisition or a foreign language. It describes learners' interlanguage and can be used to identify the possible errors that are made by students. Meanwhile Brown (1980: 166) says that error analysis is a fact that learners do make errors and that these errors can be observed, analyzed, and classified something of the system operating within the learners.

The purpose of Error Analysis is to find what the learner knows and does not know and also to uncover some problem face by the students. The data can be obtained by conducting a test with the students as the respondents. Learners make errors in both comprehension and production. Second Language learners are not alone in making errors. Children learning their first language (L1) also make 'errors', (Bloom:1970:44).

They regularly produce utterances like the following; He go see Auntie Marry. (He goes to see Auntie Marry) and Eating ice cream. (I want to eat an ice cream)

Also, even adult native speakers sometimes make 'errors'. For example, they may sometimes omit a grammatical morpheme as in: My friend live London. (My friend lives in London)

The study of errors is carried out by means of Error Analysis. An error takes place when the deviation arises as a result of knowledge. A mistake occurs when learners fail to perform their competence. Brown (1980: 163) stated that 'a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly.

It is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and causes them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena and are, of course, regular features of native-speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity (Richards, Jack C. 1974:47).

2. Mistake and Error

Error and mistake are two different words that are actually synonyms of each other. They also mean the same thing, something that is done incorrectly or is wrong. This could be due to bad judgment, inattention or may due to lack

of focus. The main difference between the two is the context that they are used in.

Mistake and error have different meaning. They exist in learning process. When the students study foreign language they sometimes make something wrong. That is what so-called a mistake or an error. A mistake refers to a performance error that is either random or slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 1980:134). The students cannot correct their mistake by themselves. Example: *sea and see, Sheep and ship, they're and their.....* their nice people but the students meaning's they're nice people. And Errors are direct manifestation of a system within which a learner is operating. They reflect the competence of the learner. Example: *Does John can sing?* Should be *Can John sing?*

According to Ellis, errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct. While, mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows (Ellis, 1997: 17). The definition above shows that mistake is a fault which is made by the learner and they can make correction. Meanwhile, error is a fault which is made by the learner, and he or she is unable to make correction.

However when the student make an error they can correct it. The teacher can explain those causes of the error, so that they can refine their error. According to Norrish (1983:7) error is a systematic deviation, when learner has not yet learnt something and consistent get it wrong. Along this line Brown

(1980: 165) says that error refers to noticeable deviation from the adult grammar of native speaker, which reflects the interlanguage communication of the learners. Learners usually do not recognize and cannot correct it.

3. Error Analysis

Error analysis is fails to account for the strategy of avoidance and Error Analysis is keep us focused on specific language rather than view universal aspects of language. The fact that learners do make errors, and that these errors can be observed analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors, called Error Analysis

Error analysis proceeds further than merely predicting errors. Error analysis studies the nature of error and presents confirmation or reputations of prediction are made by contrastive analysis. The result of the learners' errors provides a clear picture of their system of language acquisition, as learners' knowledge, and the ways in which a foreign language is learned.

Errors analysis and contrastive analysis have different point of view. Contrastive analysis begins with the prediction of the learners' errors, while error analysis begins from which the learners' learning problems can be inferred. In error analysis, errors are attributable to all possible sources, not just those resulting from the native language. Brown (1980: 73-178) states that errors can arise from some sources: interlinguas transfer, interlinguas transfer, and context of learning and communication strategies.

Basically, the goals of error analysis are pedagogic. Errors provide information that can be used to sequence items for teaching or devising remedial lessons (Ellis, 1989: 51).

By showing the learners errors, it is expected that error analysis will help the teacher in:

- a. Determining teaching materials hierarchy,
- b. Determining emphasis in explanation and exercise,
- c. Preparing a program for remedial teaching, and
- d. Choosing the appropriate points to evaluate students' language mastery.

4. Sources of Errors

There are two sources of errors namely interlingual errors and intralingual errors. Richards (1974:35) states that interlingual errors are errors caused by the interference of the learner's mother tongue. Errors of this nature are frequent, regardless of the learner's language background. Therefore, interlingual errors are caused by interference from native language to the target language they learn. Before someone masters the concept of the target language they will always use the concept of their native language.

The other kind of error is intralingual errors. According to James (1998:183), the less the learner knows about the target language, the more he is forced to draw upon any other prior knowledge he possesses. It is mostly because the learners do not know much about the target language.

5. Types of Error Analysis

According to Dulay, Burt and Krashen (1982: 150) there are three types of error. Which belong to surface strategy taxonomy are omission, addition, misinformation and disordering. To give detail explanation, the research takes some example as follows:

a. Omission

These types of errors are characterized by the absence of an item that must appear in a well-formed utterance. e.g. The compute are mine

In the sentences above, there is an omission of plural “s”. The plural of computer is computers. The sentences should be: The computers are mine.

b. Addition

Addition error are characterized by the presence of an item, which must not appear in a well-formed utterance. e.g. The deers are eating grass in the field.

This sentences shows that the mistake is on “the deers”. We know that the word must be “deer” because the word is an irregular noun which has the same form as the singular form. The sentence should be: The deer are eating grass in the field.

c. Misformation

Misformation error are characterized by the use of the wrong form of morpheme of structure. e.g. The geese is in the pond. This sentence should be: The geese are on the pond.

we know that the word “geese” is plural because this word is one of irregular nouns which changes in spelling from “goose”. So, in this sentences must be “are”.

d. Disordering

Disordering is the error of putting the words in an utterance in the wrong order. e.g. He will come *evening tomorrow*

This sentences is the wrong order of adverb of time evening tomorrow. It must be He will come tomorrow evening.

B. The Concept of Grammar

1. Grammar

In common, grammar is the rules for forming words and making sentences. Besides, there are many definitions about grammar. Simon and Schuster, (1976:792) define grammar as in the following:

- a. Grammar as knowledge refers to the native speakers’ knowledge of language.
- b. Grammar is the system of word structure and words arrangement of a given language at a given time.
- c. Grammar is the system of rules for speaking and writing a given language and grammar is a book containing such rules. Ones manner of speaking or writing. It has to be learned because the valuable transmission in speech through the understanding of structural pattern.

While, cook, (1991-11) defines the types of grammar as in the following:

- a. Perspectives grammars that prescribe what people should say. It is the rules found in school-books: say the warnings against final preposition in sentence.
- b. Traditional grammar concerns with spelling sentences with parts of speech. Analyzing sentences mean labeling the parts their names and giving rules explain verbally how they may be concerned.
- c. Structural grammar concerned with how words go into phrases structure, which shows how some words go together in the sentences.
- d. Grammar as knowledge, it refers to the native speakers' knowledge of language.

2. Grammatical Errors

Grammatical errors is the failure to use the grammar system of a language to the lack of learners' competence or knowledge on grammar system. Richard (197) classifies grammatical errors into four categories:

- a. Overgeneralization it occurs when the learner creates a deviant structures in the target language. For example: one may write "I go to school yesterday" where English allows "I went to school yesterday"
- b. Ignorance of the rule restrictions it involves the application of rules to contexts where they do not apply. For example: one may write "I asks her out for a date"
- c. Incomplete application of rules it is typically related to analogy. It involves a failure to fully develop a structure. For example: "you like to sing?"

- d. False concept hypothesized may derive from faulty comprehension of a distinction in the target language. For example: one may write “ he is speak French” (“is ” may be understood to be the marker of present tense, as “was” is a marker of the past tense).

3. Tenses

The grammatical form of verb is usually discussed in connection with tenses. In common, tenses is verb form that shows the time of the action or state. The tenses in English consist of three parts; they are the present time, the past time and the future time. There are many definitions of tenses. One of them is presented by Wishon and Burks (1980:192) as follows:

“tenses means time. However, it could be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. Verbs in the present tense, for example, can indicate future tense”.

Also, according to Frazet (in Mustajab, 2007:9) “Tense is a characteristic of verb shown by different form of action”

In addition to denote time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period time, or is still in progress. When we construct sentences in English, we should not forget tenses. We will never master English language well if we do not know about English tenses.

Based on the explanations, the writer can conclude that tenses play a very important role in English language because the tense is varieties form to Show time in which the action takes in past, present, and future, in the Research, the writer discusses about past tenses; they are:

a. Simple Past Tense

Past tense is one of tenses that used for express the activities that happened in the past time. Azar (1941: 18) says the simple past tense used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1990). The forms of simple past tense are:

1) Verbal sentence

a) Positive sentence (S+V2+ O)

For example: I went to school yesterday

b) Negative sentence(S + did + not + V1+ O)

For example: She did not go to Mataram Yesterday

c) Interrogative sentence (Did + S +V1+ O)

For example: Did he go to Surabaya last year?

2) Nominal sentence

The formula of nominal sentence is:

a) Positive sentence (S + was/were+ complement (adverb, adjective, noun, and pronoun).

For example: She was unhappy last night.

- b) Negative sentence (S+ was/were+ not +complement (adverb, noun, adjective, and pronoun).

For example: He was not hungry yesterday

- c) Interrogative sentence (was/were + S + complement (adverb, noun, adjective and pronoun)

For example: Were they happy yesterday?

3) The use of simple past tense

As the explanation on above, simple past tense is used to express the activities in the past time. Kardimin (2006: 318-319) says the usages of simple past tense are:

- a) Simple past tense used to express the activities in the past time.

- Indra played football yesterday
- Mr. Agus bought this car last year
- We did not invite Mr. Ali yesterday
- Did the train arrive late this morning?

- b) Simple past tense is used to express the period of past time.

- She lived in Prance for a long time.
- Andi studied at Cambridge since 1989 up to 1992

- c) The simple past tense is used to express the habitual action in the past.

- He brought a camera
- Anisa never drank coffee
- Mr. Dedi used to drink beer, now he drink wine

Furthermore, Ali Rahman (2009: 39-40) spreads out the usage of simple past tense as follows:

- a. It used for express an event that happened at certain time in the past.
- b. It used for express an event that is done and it has finished at the same time in the past.
- c. It used to express a habitual action in the past time
- d. It used to express an event suppose that is done

Besides, Murphy (1994:28-29) states, the simple past tense tells us only about the past. Therefore, he said the usage of simple past tense we use the simple past tense for a finished time in the past. For example, yesterday, last week etc.

b. Past Continuous Tense

Past Continuous Tense is construction. It is made up of the past tense of the auxiliary be + the-ing (present participle) form of the verb. It is used to emphasize the progressive nature of an action that was happening over a period of time in the past. The forms of simple past tense are:

S + to be (was/were) + Verb I (ing) + O/C

For example: She *was talking* in the telephone for half an hour

The airplane *was arriving* at airport

- a. Positive sentence: S + to be (was/were) + Verb I (ing) + O/C

For example: The airplane *was arriving* at airport

- b. Negative sentence(S + to be (was/ were) + not + V1-ing+ O/C)

For example: The airplane *was not arriving* at airport

- c. Interrogative sentence (to be was/were + S + V1-ing+ O/C)

For example: *was* the airplane *arriving* at airport?

According to Wishon and Burks (1980: 196-197). The past continuous tense may be used in the following ways:

- a. To indicate that an action was in progress at a definite time in the past

For example:

A: What *were* you *doing* at 10:00 last night?

B: I *was studying*.

- b. To indicate the progressive nature of an action that was happening at the same time as another event in the past.

For example:

When the telephone rang, I *was taking* a shower

- c. To indicate that two continuous activities were going on at the same time.

For example:

I *was studying* while he *was reading*.

- d. To indicate that an activity was going on between points of time in the past.

For example:

Between March of 2012 and December of 2013, he *was writing* a novel.

c. Past Perfect Tense

The past perfect tense is a construction made of *had* + the past participle form of the verb. The past perfect is used in connected discourse in conjunction with the past tense and shows that an activity was completed at or before some definite time in the past. And the forms of simple past tense are:

A: S + had + been+.....

B: S + had + Verb III + O/C

a. Positive sentence

S + had + Verb III + O/C

S + had + Been+ O/C

For example:

- The airplane *had arrived* at airport
- You had been in Bali

b. Negative sentence

S + had + not + Verb III + O/C

S + had + not + been + O/C

For example:

- The airplane *had not arrived* at airport
- You had not been in Bali

c. Interrogative sentence

Had + S + Verb III + O/C?

Had + S + been + O/C?

For example:

- *Had the airplane arrived at airport?*
- *Had you ever been in Bali?*

According to Wishon and Burks (1980: 208), the past perfect tense is also used in these specific ways:

- a. To replace the present perfect or simple past tense when a direct quotation is changed into reported speech.

For example:

The lecturer said, “I *have studied* the problem for years”

The lecturer said that he *had studied* the problem for years.

- b. In certain sentences to express an unrealized wish that something in the past had been different. Expressions such as *if, only, wish, would rather* are commonly used in such sentences. This use of the past perfect will be studied in greater detail in the selection on the conditional.

For example:

If only you *had told* me!

I wish you *had come* with us

- c. In certain contrary-to-fact conditional sentences.

For example: if Nisa *had known* the facts, he would have told you.

4. Sentences

a. Definition of sentence

In the field of linguistics, a sentence is an expression in natural language, and often defined to indicate a grammatical unit consisting of one or more words that generally bear minimal syntactic relation to the words that precede or follow it. A sentence can include words grouped meaningfully to express a statement, questions, exclamation, request, command or suggestion.

A sentence can also be defined in orthographic terms alone, i.e. as simple that which is contained between a capital letters and a full stop. This is arguable more accurate than definitions which conflate orthography and grammar, give the variety of sentences which are possible between the capital letters and full stop.

Frank (1972: 220) states:

“A sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formulas as S + V + O (Subject + Verb + Object, N1 + V + N2 (Noun + Verb + Noun), or NP + Vp (Noun Phrase + Verb Phrase).”

As with all language expressions, sentences may contain both function and content words, and contain properties distinct to natural language. Such as characteristic intonation and timing patterns. Sentences are generally characterized in most language by the presence of a finite verb, e.g. “The quick brown fox *jumps* over the lazy dog”

b. Components of sentence

1) Clauses

A clause consists of a *subject and a predicate*. The subject is typically a noun phrase, though other kinds of phrase (such as gerund phrase) work as well, and some language allow subject to be omitted. The predicate is a finite verb phrase: a finite verb together with zero or more adverbials.

There are two types of clauses: *independent* and *subordinate (dependent)*. An independent clause demonstrates a complete thought; it is a complete sentence; for example: "I am sad." A subordinate clause is not a complete sentence. For example: "because I had to move"

2) Complete sentence

A simple complete sentence consists of a single clause (subject and predicate). Other complete sentences consist of two or more clauses.

c. Classification of Sentences

According to Frank (1972: 220-223), sentences is generally classified in two ways, one by *structure and purpose (by types)*. They are:

1) Structure

a. Simple sentence consists of a single independent clause with no dependent clauses. This sentences has only full predication in the form of an independent clause. For example: *The rinner jumped*

This simple sentences has one independent clause which contains one subject, *runner* and one predicate, *jumped*.

b. Compound sentence consists of multiple independent clauses with no dependent clauses. These clauses are joined together using conjunctions, punctuation, or both. Besides, this sentence has two or more full predications in the form of independent clauses. For example:
my friend invited me to a tea party, but my parents didn't let me go.

c. Complex sentence consists of at least one independent clause and one dependent clause. This sentence also has two or more full predication. One of these is an independent clause that is similar to the form of the simple sentence and one or more of these are dependent clause. For example: *I ate the meal that you cooked*
I ate the meal is an independent clause and *that you cooked* is a relative clause.

d. Compound-Complex Sentences consists of multiple independent clauses, at least one of which has at least one dependent clauses. It means that it contains two or more independent clauses and one or more dependent clauses. For example:

The dog that you gave me barked at me, then it bit my hand

independent clauses: *The dog that you gave me barked at me* and *The dog that you gave me bit my hand*. Dependent clause: *that you gave me*.

2) purpose (by types)

a. Declarative sentence is the most common type, common makes a statemment. In the declarative sentence, the subject and predicate

have not normal word order. The sentence ends with a period in writing and a drop pitch in speech. For example:

The child ate his dinner

- b. Interrogative sentences (question) is commonly used to request information. In the interrogative sentence, the subject and auxiliary are often reversed. The sentence ends with a question mark or interrogation point (?) in writing. In the spoken language, most yes-no questions end with a rise in pitch: most interrogative-word questions end with a fall in pitch. For example: *did the child eat his dinner?*

- c. Exclamatory sentence (exclamation) is generally a more emphatic form of statement expressing emotion. This sentence begins with an exclamatory phrase consisting of what or how plus a part of predicate. The exclamatory phrase is followed by the subject and the balance of the predicator. In writing, the exclamatory sentence ends with an exclamation mark or exclamation point (!). sometimes a period is used to lessen the force of the exclamation. In speech, the most important word in the exclamatory phrase may receive a stronger degree of stress and be accompanied by a rise in pitch. For example:

What a good dinner that was

- d. Imperative sentence (Common, request) tells someone to do something. In the imperative sentence, only the predicate is

expressed. The simple form of the verb is used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech. For example:

Go to work at 7: 30 in the morning.

C. The Concept of Writing

1. What is Writing

Brereton (1982: 2) said that writing differs from speaking in one very important way: the text has to carry all the meaning, because the writer is never around to explain. Writing is a kind of activities where the writers express all the ideas in their mind in the paper, from words to sentences, sentences to paragraphs and paragraphs to the essay. Basically, writing means producing message into written language. According to Byrne (1995: 5) that writing is a process of expressing feeling, idea, and thought from a writer to the readers. He also explains that each writer should have several techniques and should be knowledgeable to make their writing interesting.

Writing is a productive skill (Harmer, 1991: 139), which involves thought and emotion. It is a medium of communication. Writing cannot be mastered at one but it needs practice. The practice may include imitating or copying words and sentences from the giving ideas or expressing free ideas based on the writers' knowledge, experience and point of view. Writing is one way to recognize our ideas and help us to absorb and process information that can be transferred for the others. In addition, writing is one of the instruments or media of thinking that is used to execute cognitive activities

mentally, to organize information strategically and to make meaning of different forms of knowledge.

Writing can be developed into some ways. Brereton (1982) classifies the ways of developing essay into six ways namely: description, narration, definition, process, comparison and contrast, and persuasion. Meanwhile, Kirzner and Mandell (1980) points out nine ways of developing essay. They are narration, description, exemplification, process, cause and effect, comparison and contrast, division and classification, definition and argumentation. Hornby (2004) divided writing into four kinds, as follows: narration, description, exposition, and recount. From the opinions above, it can be stated that there are five majors of text. They are narrative, expository, descriptive, recount and argumentative.

2. The Components of Writing

Jacob et al. (1981:31) point out five significant components in writing; they are:

a. Content

The content of writing should be clear for the readers so that the readers can understand the message convey and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Organization

In organization of the writing concern with the ways through writer

arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

1) Clarity

Nordquist (2008) states that clarity is a characteristic of a speech or a prose composition that communicates effectively with its intended audience. In general, the qualities of clearly written prose include a carefully defined purpose, logical organization, well-constructed sentences, and precise word choice.

2) Logical

Nordquist (2008) states that logical describes something that makes sense according to the rules of logic, or something that is rational. An example of something that is logical is a carefully reasoned decision that makes sense and is the right course of action

c. Vocabulary

Vocabulary is one of language aspects dealing with the pieces of writing study. In process of writing, the writer always think about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. The effective used of words will always result good writing both specific and technical writing, the dictionary is very considerable.

d. Language use

Language use in writing involves correct language and point grammar.

An adequate grammar should be one that is capable of producing grammar. In addition, grammar can help students improve the use of formal language. There are three parts of grammar in this case, they are below:

1) Subject/Verb Agreement

Nordquist (2008) states that subject is the part of a sentence or clause that commonly indicates (a) what it is about, or (b) who or what performs the action (that is, the agent). The subject is typically a noun, noun phrase, or pronoun. Put simply, this means that we have to remember to add an -s to the verb if its subject is singular and not to add an -s if the subject is plural. It's really not a hard principle to follow as long as we can identify the subject and verb in a sentence. For one thing, our speech habits sometimes interfere with our ability to apply the principle of agreement. If we have a habit of dropping the final -s from words when we talk, we need to be particularly careful not to leave off the -s when we write.

2) Singular/Plural Nouns

Nordquist (2008) states that singular is the simplest form of a noun (the form that appears in a dictionary): a category of number denoting one person, thing, or instance. Contrast with plural. Plural is the form of a

noun that typically denotes more than one person, thing, or instance.

Contrast with singular.

3) Regular/Irregular Verbs

Nordquist (2008) states that regular verb is averb that forms its past tense and past participle by adding -d or -ed (or in some cases -t) to the base form. (Also known as a weak verb.). Contrast with Irregular Verb.

Irregular verb is averb that does not follow the usual rules for verb forms. Also known as a strong verb. Verbs in English are irregular if they don't have a conventional -ed form (like asked or ended). Contrast with Regular Verb.

e. Mechanic

There are at least three main parts of mechanic in writing, they are:

- 1) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. Besides through correct capitalization of sentence, it also helps reader to differentiate one sentence to others.
- 2) Punctuation. It can be used as a unit of meaning and suggest on how the units of it relate to each other.
- 3) Spelling. There are three important rules followed in using spelling appropriately. They are suffixes addition, plural information, and handling error within the words.

3. Types of Writing

Hornby (2004) divided writing into four kinds, as follows: narration, description, exposition, and recount.

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the events are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels, and new stories, as well as a large part of our every day social interchange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-

events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

D. The Concept of Recount Text

1. What is Recount Text?

The social function of Recount text is to retell past event or something which happened in the past. The purpose of this text can be only to inform or even just to entertain. Derewianka (1990) identified three types of Recount text, namely personal Recount, Factual Recount, and Imaginative Recount. Personal Recount is story tell about the experience or events that has done by writer. Factual Recount is the types of recout that retell about the fact events, such as scientific experiment report, police report, newspaper report, history explanation, magazine report, etc. Imaginative Recount is an unreal event or story, like reading texts for language lesson, a story about a life of a slave, etc. Hardly and Kalrwein (1990) divide two kind of Recount, namely Personal Recount and Historical Recount.

2. The Generic Structure of Recount Text

According to (Hardly and Kalrwein, 1990) state that recount text has generic structure as below:

- a. Orientation: setting the scene and giving the necessary background information such as: who, when, where, what and why.

- b. Event: retelling the event in chronology order or logical sequence, usually in the past. Such as: first, next, than, after that, finally. (there is no complication in recount)
- c. Re-orientation: is including a personal comment or opinion and a closing statement.

3. Language Feature of Recount Text

a. Introducing Personal Participant

It is mean that in the text use personal participant such as, I, he, she: RA Kartini, My friend, Roni etc. Example:

“Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo. East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friends and I saw Mount Batok the scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain.

We took pictures if the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.”

b. Using Chronological Connection

Chronological connection mean’s that the sequence of events in the story. Therefore, chronological connection has function to

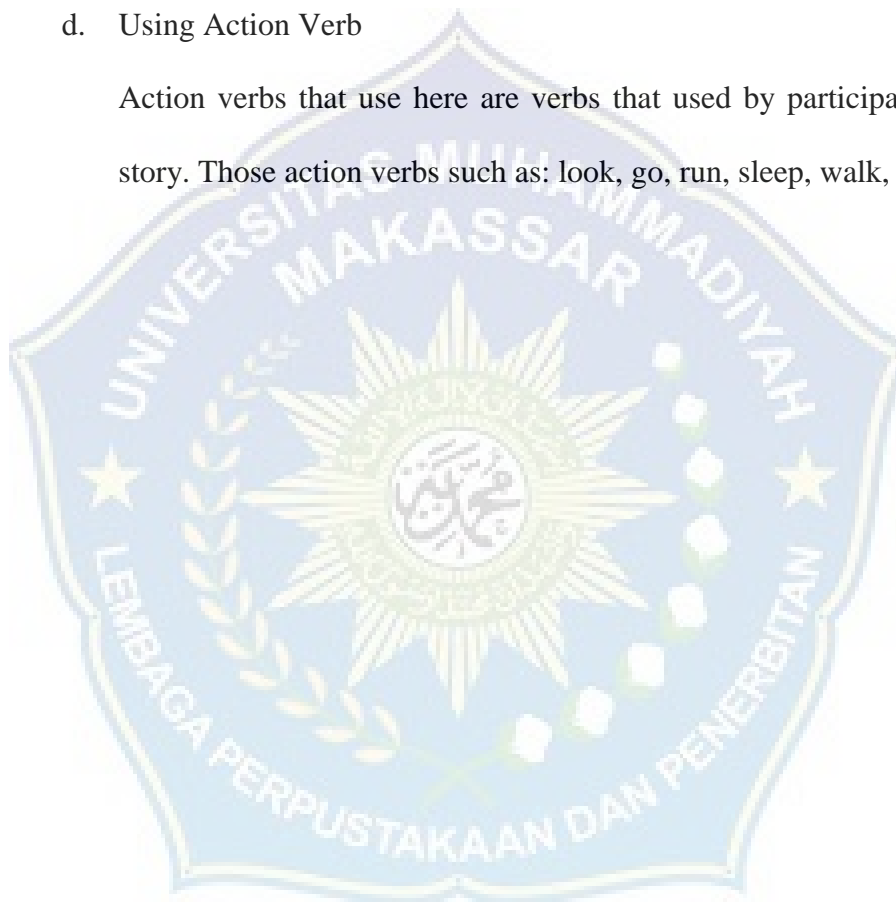
manage the events, so that it will be good paragraph. In the chronological connection commonly use, then, first, second, when, suddenly, next etc.

c. Frequent uses of Simple Past Tense

Linking verbs that commonly use in this text are was, were.

d. Using Action Verb

Action verbs that use here are verbs that used by participants in the story. Those action verbs such as: look, go, run, sleep, walk, cut, etc.



F. Conceptual Framework

The theoretical framework of the research is illustrated as follows:

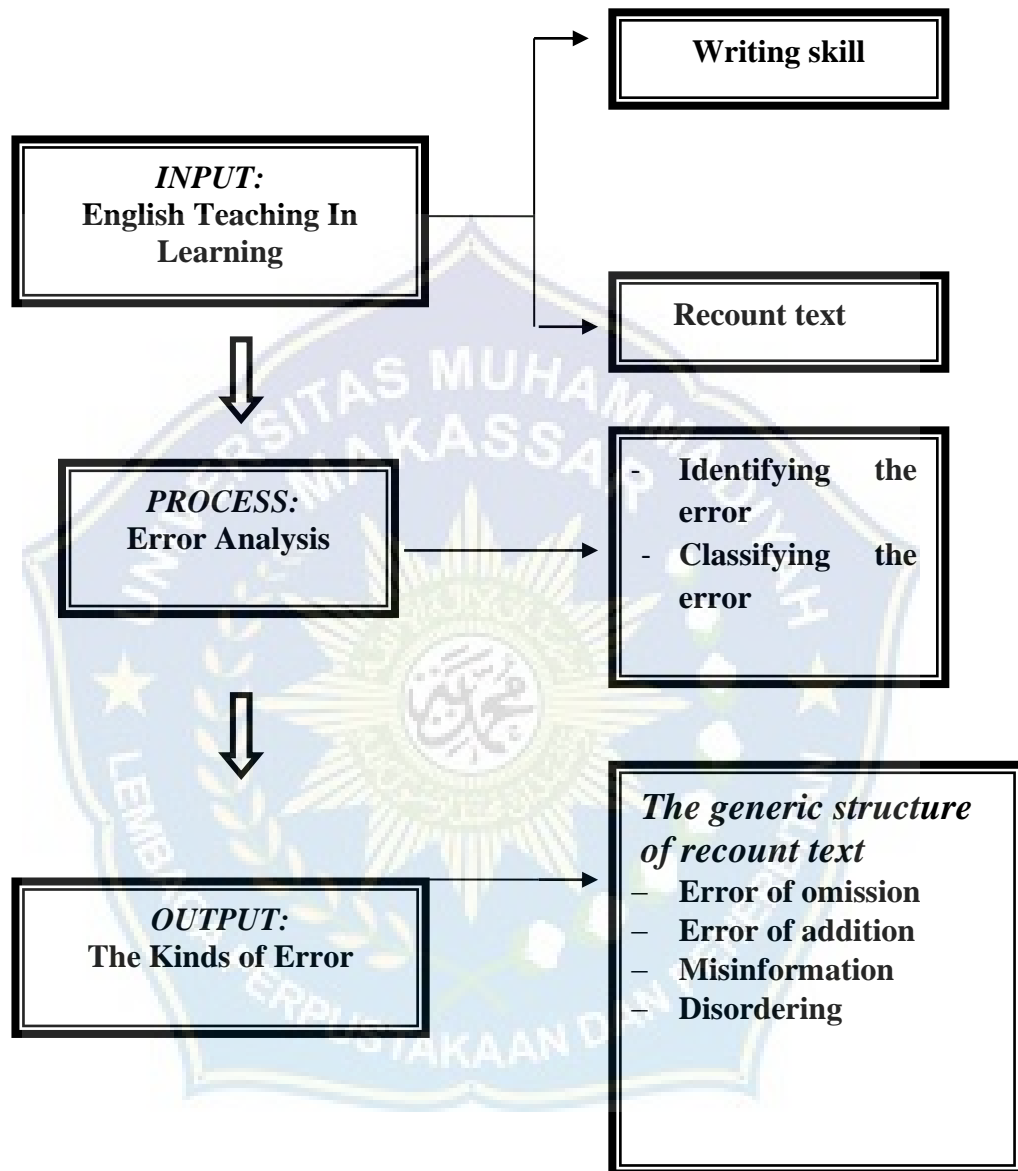


Figure 2.1 Conceptual Framework of the Research

CHAPTER III

RESEARCH METHOD

This chapter contains the research method, variable and indicators, population and sample, instrument of research, procedure of data collection and techniques of data analysis.

A. The Research Method

In this research method, the writer used Case Study Method. The method employed by the writer through 4 steps namely identifying the errors, classifying the errors. The description of the data dealt with the students' error in writing recount text made by the tenth grade students of SMK YP PGRI 1 Makassar.

B. Research Variables and Indicators

1. Variable

Types of error made by the tenth grade students of SMK YP PGRI 1 Makassar

2. Indicators

- a. Error of omission, error of addition, misinformation and disordering in the orientation, event and re-orientation.

C. Population and Sample

1. Population

In this research, the population was taken from the tenth grade students of SMK YP PGRI 1 Makassar. They were chosen as research objects because every students in vocational high school generally has learn about English

grammar, especially related with writer' research. In SMK YP PGRI there were four classes in the tenth grade. They are, TKJ A, TKJ B, Teknik Mesin, Teknik Listrik/Administrasi Perkantoran (AP). Each class consists 25 students and the total of the tenth grade students of SMK YP PGRI 1 Makassar (population) were 100 students

2. Sample

The number of population in this research was one hundred students. The technique used sample is random sampling. The writer takes five students in each of class, so that the total number of sample is 20 students from 100 students. This is based on Arikunto (2006: 134) he said that if the subject one hundred, the sample can be taken 10 - 15% or 20 - 25%.

Class	Population	Percentage	Sample
TKJ A	25	20 %	5
TKJ B	25	20 %	5
AP/T.LISTRIK	25	20 %	5
T.MESIN	25	20 %	5
TOTAL	100	%	20

D. Instrument of the Research

In this research, the data used a writing test. Writing test used to find out the kinds of errors and the dominant errors text made by the tenth Grade Students in writing a recount text. The writer gave test to students by writing a recount text to know some information about kinds of errors made by the students in writing recount text.

By using this instrument the writer analyzed detail information about kinds of errors in writing recount text and the dominant errors text made by the Tenth Grade Students of SMK YP PGRI 1 Makassar.

E. Data Collection

The writer has done the following steps:

- a) The writer explained about the rules of writing recount text
- b) The writer gave the outline to guide them in writing recount text and the answer sheet for the students' writing.
- c) The writer analyzed the students' works by making a list of the students' errors of using in writing recount text.

F. Data Analysis

This study deals with the purpose of knowing the problems encountered by the students in writing recount text. According to the Carden's (1987:173) the first step in process if analysis is the identification of errors.

1. In analyzing the students' written work, the writer started with reading all of the text. It helps the writer to find some errors, particularly in using recount text.
2. The writer made a list of errors to identified what errors made by the students in writing orientation, events and re-orientation in recount text.
3. The writer has classify an errors that made by students to find out the types of errors. There are four classificationion which was used as follows:

Score and criteria of content

KINDS OF ERROR	CRITERIA
---------------------------	-----------------

Error of Omission	absence of an item that must appear in a well-formed utterance
Error of Addition	Presence of an item, which must not appear in a well-formed utterance.
Misformation	wwrong from of morpheme or structure
Disordering	incorrect placement

(Soetikno, 1996)

4. The writer counted the percentage of errors made by every students based on

the total words used by the students. $X = \frac{\sum Er}{\sum W} \times 100\%$

Which: X = the percentage of errors

$\sum Er$ = the total error made by the students

$\sum W$ = the total words used by the students (Soetikno, 1996.....)

5. The writer classified the errors made by the students. In this step the writer classified them into types of errors. They are omission, addition, misformation, disordering.

To know the percentage of every types errors, the writer used the following formula:

$$Pi = \frac{Fi}{n} \times 100 \%$$

Which: Pi = the proportion of the frequency of errors,

Fi = absolute frequency of a particular type of error

n = the total number of errors observed (Etherton, 1977)

CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of the research cover the result in order to seen the errors made by the tenth grade students of SMK YP PGRI 1 Makassar in writing recount text.

A. Findings

The findings of the research deals with the answer of the problem statement which aims to find out the grammatical errors made by students in writing recount text. There are four kinds of errors in writing recount text. They were omission, addition, misformation, and disordering. They were founded into three parts of recount text. They were orientation, event, and re-orientation. They were called generic structure of recount text.

1. The kinds of grammatical Errors made by students in writing the orientation, event, and re-orientation in recount text

The following tables were the findings of the errors made by students in writing recount text.

Table 1: The grammatical errors made by students in every parts of recount text.

No	Parts of Recount	Grammatical	percentage
		39	

	Text	Errors	
1	Orientation	37	25%
2	Event	88	59,46%
3	Re-orientation	23	15,54%
Total		148	100%

Based on the tables above, the writer found that there were 148 (100%) grammatical errors made by the tenth grade students of SMK YP PGRI 1 Makassar. The errors were classified into three parts, 37 (25%) errors in orientation, 88 (59, 46%) errors in event, and 23 (15, 54%) in re-orientation. The errors were mostly made by the students in event because the students put their idea most in event so that the words that the students used in event were more than in orientation or re-orientation. The more words the students used in their writing, the more opportunity to make errors.

There are four kinds of errors in writing recount text. They were omission, addition, misinformation, and disordering. Let us see the following table 2 to know the errors that the writer found in this research.

2. The omission, addition, misinformation, and disordering errors made by students in writing recoun text

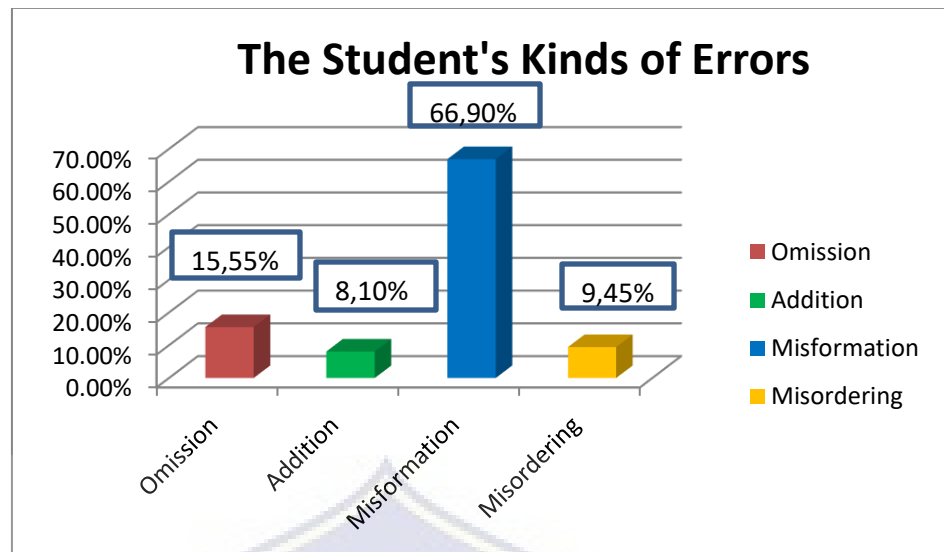
Table 2: Errors findings made by students

Generic Structure of Recount Text Types of Error	Orientation	Event	Re-orientation	Total	%

Omission	6	16	1	23	15,55
Addition		8	4	12	8,10
Misformation	26	55	18	99	66,90
Disordering	5	9		14	9,45
Total	37	88	23	148	100
%	25%	59,46	15,54%	100	
		%		%	

Based on the table above, the writer concludes that misformation is the highest proportions of each type of error made by the students. The error in words format and grammar were the example of omission error. That is why the students make most omission error that the others types of error because most of students did not care about structure. They just focus on the sending the meaning to the reader.

To make it clearer, let us see the following chart.



The graphic show that the percentage of errors from omission is 15,55%, percentage of errors from addition is 8,10%, percentage of errors from Misformation is 66,90%, percentage of errors from Disordering is 9,45%.

B. Dicussion

In this part, the writer would like to discuss the result of findings. The discussion aimed to describe the students' errors in writing recount text.

Based on the result of data analysis of the test students' in writing recount text of the tenth grade student's of SMK YP PGRI 1 Makassar is still relative low.

Based on the data analysis as result of the errors in used writing recount text, the writer found 148 total of errors. There are 23 or 15,55 % errors of omission caused the absence of an item test must appear in a well-farmed utterance, 12 or 8,10% errors in addition caused the presence of an item, which must not appear in the sentence, 99 or 66,90% errors in misformation caused the use of the wrong form of the morpheme or structure and 14 or 9,45 % errors in misordering caused the incorrect placement of a morpheme or a group of morpheme in an utterance.

Missformation was the most errors made by students. It meant that the students did not know about the formation of words in making a sentence. The students were low in mastering the formation of words especially the formation of verb. Most of the students made errors in transform the simple form of verb because a past form in past tense sentences.

Analyzing the students made errors in the use of *s/es* in plural form because they failed to identify what kind of *e/es* to use in the sentences, still found difficulty in using verb in the sentences, and even they did not know if they omitted *be* in the sentences. In this case, as James (1998:183) says, the less the learner knows about the target language, the more he is forced to draw upon any other prior knowledge he possesses.

Therefore, understanding the target language was the important point that the students must know before writing recount text. The students still needed to study more about English specially past tense and pluralization of noun.

The students did not know the transformation of verb and the transformation of noun pluralization because they thought the meaning was the important in learning a language. They only focused on standing the message by writing but not pay attention to grammatical of the sentence.

Besides that, the students mindset that English was difficult was also a factor that can influence the students effort in learning English. Most of the students thought that English was difficult to be mastered, so that they were lazy to study English. They were satisfied only in knowing the meaning and sending the meaning to another person. They did not try to find any way to make their English become better.

From the explanation above, show that errors of misinformation reached the highest frequency, followed by errors of omission, errors of addition and the last is disordering.

There were three parts of recount text. They were orientation, event, and re-orientation. They were called the generic structure of recount text. Orientation was setting the scene and giving the necessary background information, Event was retelling the event in chronology order or logical sequence, usually in the past, and re-orientation was including a personal comment or opinion and a closing statement.

The writer found many errors in every parts of the generic structure of recount text. The most errors were in event. It was because event was the longest part of recount text made by students. All of students made recount text with a long event so that the words that the students used were most in event. That was why the errors in event were the most of orientation and re-orientation. The more words that the students used in writing, the more opportunity to make errors in their writing.

The example of Orientation, Event and Re-Orientation that concluded in omission, addition, misinformation and disordering such as:

1. Orientation

- 1) Omission: *I visited some great *place* Should be: *I visited some great places*

2) Misformation: *When, I *is in senior high school* Should be: *When, I was in senior high school*

3) Disordering: *Vacation to the *beach losari* Should be: *Vacation to the Losari Beach*

2. Event

1) Omission: *I was spending there two *day* Should be: *I was spending there two days*

2) Addition: *A half *hours from the parking lot* Should be: *A half hour from the parking lot*

3) Misformation: *I * thankful to God.* Should be: *I was thankful to God*

4) Disordering: *We had *together lunch.* Should be: *We had lunch together*

3. Re-Orientation

1) Omission: **My neighbor in village.* Should be: *My neighbors in village*

2) Addition: *That my *storys.* Should be: *That my story*

3) Misformation: *That is very amazing.* Should be: *That was very amazing.*

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestions.

A. Conclusion

Considering the findings and the discussion in the previous chapter, the writer would like to conclude that the achievement of the tenth grade students of SMK YP PGRI 1 Makassar. By studying the errors, the student's difficulties in using in English recount text could be analyzed to know how far the students might have faced.

Based on chapter IV, the writer found that there were 148 errors made by the students. The writer classified the errors into four categories, they were errors of omission, errors in addition, errors in misinformation and errors in disordering. Generally, the students made such kinds of errors because they only transferred rules from their mother tongue. It happened since they did not really comprehend the target language. Richards (1985:5) says that these errors result from poor gradation of teaching items.

The students made errors in writing recount text in four categories. It can be seen that there are 15,55% errors of omission, 8,10% errors in addition, 66,90% errors in misinformation, 9,45 % errors in disordering. The errors were in three parts of recount text 37 errors (25%) in orientation, 88 errors (59,46%) and 23 errors (15,54%)

Based on the findings of the analysis, the writer found that the students at the tenth grade have most dominant errors particularly in dealing with misformation in writing recount text. The proportion of the errors is 66,90 %.

B. Suggestion

Based on the result of data analysis and conclusion above, the researcher will give several suggestions which may be useful for the English teacher, students and also the next researcher, they are:

1. In teaching the English language, especially related to grammar the teachers give the students more detail explanation about it, so they are able understands easily.
2. In teaching recount text, teacher should give students explanation more detail and tell to them your own experience in the class not only orally but also written, so they have guidance to write recount text correctly.
3. In writing class, the teacher should give more writing exercises to the students. Start from simple thing such as their daily activities, their felling in that time and so on. So that the student will not lazy to write something especially to write recount text
4. For the students, ask about whatever that you do not understand and you should practice more.

BIBLIOGRAPHY

Ali, A. Faidlal Rahman. 2009. *Cara cepat Belajar 16 tenses*. Yogyakarta : Pustaka Widyatama

- Alma, Buchari. 2004. *Belajar Mudah Penelitian untuk Guru-karyawan dan Peneliti Pemula*. Bandung: Alfabeta
- Arikunto, Suharsimi. 2006. *Prosedur penelitian suatu tindakan praktik*. Jakarta : PT. Rineka Cipta
- Azar, Betty Schramfer. 1941. *Fundamental of English grammar Second Edition*. America: Prentice Hall.
- Byrne, Dom. 1979. *Teaching Writing Skill Essay*. England: Longman
- Eliis, Rod. 2008. *Second Language Acquisition*. New York. Oxford University Press
- Gay, L. R. 1981. *Educational Research Competence for Analysis and Application*. America: Merrill Publishing Company.
- Harnawati 2005. *An Analysis of Grammmatical Errors Made by the Students in Writing*. Skripsi. Makassar, Fakultas. Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar.
- Haryati, Mimin. 2007. *Model dan teknik penilaian pada tingkat satuan pendidikan*. Jakarta. Gaung Persada Press Jakarta
- James, C. 1998. *Errors in Language Learning and Use Exploring Error Analysis*, London : Longman Group Ltd.
- Jumadil. 2009. *Kinds of text*. Meninting: Unpublished.
- Kardimin, Akh. 2006. *Essential English Grammar*. Yogyakarta: pustaka Pelajar.
- Mansur. 2008. *An Error Analysis in Recount Writing on the Use of Simple Past Tense By the Tenth Year Students at SMK PGRI 2 Tuban*. Skripsi: Fakultas Keguruan dan Ilmi Pendidikan. University of PGRI Ronggolawe Tuban.
- Mustajab, 2007. *Using Tensis by Students English Depertment Year 2007 Hasanuddin University*. Unpublished Thesis. Makassar: Faculty of Letters, Hasanuddin University.
- Murphy, Raymond. 1994. *English Grammar in use (a reference and practice book for intermediate students)*. Australia: Cambridge university press
- .

- Pardiyono. 2006. *12 writing clues for better writing competence*. Yogyakarta: Andi Yogyakarta
- Richard, Jack, C. 1974. *Error Analysis Perspective on Second Language Acquisition*. London : Longman Group
- Selinker, L, Gass M, Susan. 2008. *Second Language Acquisition an Introductory Course*. New York and London. Routledge Taylor and Francis Group
- Sukardi. (2003). *Metodologi Penelitian Pendidikan*. Bumi Jakarta.
- S.P. Corder. (1981). *Error Analysis and Interlanguage*. Oxford University Press Walton, New York
- William Lichten. (1999). *Data and Error Analysis*. London: Longman Group.
- Wishon, G. E. and Julian M. Burks. 1980. *Let's Write English Revised Edition*. New York: litton Educational Publishing.

