

**ANALYZING STUDENTS' DIFFICULTIES IN WRITING
ENGLISH RECOUNT TEXT AT ELEVENTH GRADE
STUDENTS OF SMAN 1 TANETE RILAU, BARRU**
(Descriptive Research)



A Thesis

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ABSTRACT

Asnan Ramadhan, 2017. *Analyzing Students' Difficulties in Writing Recount Text at Eleventh Grade Students of SMAN 1 Tanete Rilau at Barru.* A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Erwin Akib and Amar Ma'ruf.

This research aimed at finding out the difficulties faced by the eleventh grade students of SMAN 1 Tanete Rilau, Kab. Barru in writing English recount text.

The research used descriptive research. The research had conducted with writing test. The student were asked to write paragraph in the form of recount. The location of this research was done at the eleventh grade students of SMAN 1 Tanete Rilau. The subject of research are 27 students', consist of 15 XI IPA and 12 XI IPS.

The findings indicated the difficulties faced by the eleventh grade students of SMAN 1 Tanete Rilau in writing English recount text were divided into two parts, namely Text/paragraph organization and Grammatical. Text/paragraph organization which are divided into three types, there are topic sentences, paragraph development, conclusion and coherence. And also grammatical which are divided into three types there are verb, article/preposition and pronoun.

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CHAPTER I

INTRODUCTION

A. Background

Language is the most important thing for people as means of communication. It is basically a means of both oral and written communication. People use language to express their ideas and wishes to others' people such as when they need others help so that close relation among members of the group can be carried. Considering that language as means of communication, English is one of languages which is essential to be learnt. It is important to learn English because it is an international language which is use in many countries over the world and widely use in many sectors such as information, trade, education, etc.

In Indonesia, English has an important role especially in education. Therefore, English is taught as the first foreign language in all levels of schools and language courses. In school, English has been taught as a local content. As we know that the objective of learning English is to develop students' communication ability in the context of school. It means that the students are expected to be able to make simple transactional and interpersonal conversation which is potentially needed to communicate in the context of school. Here, the teacher plays important role since he has to be able to set students interest and motivation in learning English in order to develop students' ability to communicate using all the resources they have already acquired to in¹ h others about their needs and interest.

According to the statements above, the teaching English aims at developing the four language skills, they are listening, speaking, reading, and writing using the correct structure. On the other hand, it's difficult for Indonesian to use correct structure in English. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structure. Another problem is the students are not too interested in learning English.

In this study, the writer focuses on writing skill by considering that writing is an essential part of learning and it is one major skill of English besides of listening, speaking, and reading. Academically, writing is main point for developing ideas and feeling by considering some important components and writing processes. Writing is the activity of creating pieces of written work, such as stories, poems, or articles. Thinking is the basic of writing. So, writing is a complex process that allows writers to explore thought and ideas. Writing can also be as an independent learning tool that can be done by students to write their own idea or main idea and fulfill their writing assignment and to enrich their skill to write of everything. As addition, writing is not only to develop idea but also to develop feeling in mind.

Writing is a progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say. After finishing the writing, we read over what we have written and make changes and corrections. So writing is a process that has several steps (Oshima& Hogue, 1997: 2). In this situation, a teacher and a lecturer have a great responsibility to promote the students' skill in writing. The

effectiveness of learning in the classroom depends on the teacher's skill to seek for teaching strategy to be use in the classroom to encounter students' learning problems. Teacher is facilitator of an interesting and meaningful learning to make students able to write well about the text.

Teaching writing skill in school need to be developed because in fact most of the students find some difficulties in writing, especially the SMAN 1 Tanete Rilau themselves. Based on the information of the English teacher, the students still find some problem about how to express their ideas in writing paragraph. Another problem is they cannot write a good structure paragraph because they still had little experience to made their writing better for the readers. Grammar and structure remain problem for them. They also face some difficulties in making their paragraph coherence because lack of the idea. In other words, the students of SMAN 1 Tanete Rilau at Barru still get some difficulties in writing paragraph. This research tries to describe the difficulties the students in writing text.

The researcher tries to analyze the difficulties the students in writing paragraph. This study will be applied for the eleventh grade students of SMAN 1 Tanete Rilau at Barru. The researcher hopes that this research gives contribution in develop writing skill and learning foreign language in school. Considering the fact after observe in SMAN 1 Tanete Rilau that there are still many errors committed by the students in writing skill, the researcher interests to research about *"Analyzing Students' Difficulties in Writing English Recount Text at Eleventh Grade Students of SMAN 1 Tanete Rilau at Barru"*.

B. Problem Statement

Based on the background above, the researcher formulated the problem statement as follows; “What are the difficulties faced by students in writing English recount text at the eleventh grade students of SMAN 1 Tanete Rilau, Barru?”

C. Objectives of the Study

The objectives of this research is to find out; the difficulties faced by the students in writing English recount text at the students of SMAN 1 Tanete Rilau in academic year 2016/2017.

D. Significance of the Study

By doing this research, the researcher hopes this research will have contribution in English teaching and learning particularly for writing skill. This research will have important role for the teacher, students and of course for SMAN 1 Tanete Rilau in building the better learning for the English Subject.

Furthermore, we will know what the problems in writing skill are, in this case in writing a recount text. After analyzing the difficulties, we can be the better researcher in the future when we want to do writing activity. Theoretically, this research is expected to be useful for developing teacher’s study and the results of this research could be functioned as information and reference for further researchers related with the field. While practically, the result of this research is expected to give feedback and evaluations to students so they will avoid creating

the same errors. For teacher, is expected to be useful as contribution to find out and to analyze the students' error in learning recount text.

E. Scope of the Study

This study was restricted to the analysis of the students' difficulties in text writing based in the paragraph organization including about of topic sentences, paragraph developmet, conclusion and coherence. And also the grammatical like: verb, articles/preposition and pronouns. The students of SMAN 1 Tanete Rilau was assigned to write a free paragraph in English in the form of recount text. This study was conducted for the eleventh grade of SMAN 1 Tanete Rilau in academic year 2016/2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Zainudin(2014), in her journal entitle, “*An Error Analysis on the Mastery of Direct and Indirect Speech*” concluded that the mastery of direct and indirect speech of the second grade students of SMA Negeri 3 Purwokerto in using direct and indirect speech was 62.8%. It meant the students mastery was good category. The error of the students’ made belonged to three categories; those were over generalization, ignorance of the rule restriction and false concept hypothesis. These typical errors belonged to intralingua error. There were 43 students or 66.9% who belonged to over generalization of error, there were 26 students or 40% who belonged to ignorance of the rule restriction, and there were 21 students or 33.2% who belonged to false concept hypothesis.

Indah Sri Purwanti (2013), in her thesis entitle, “*Analyzing Grammatical Error in Writing Descriptive Essay Among The 8th Grade Students in MTs Amal Sholeh Sumogawe, Getasan, Semarang Regency*”, In describing the types of errors, it can be inferred that there are 201 items of errors, which occur in the students’ sentences. They are analyzed based on the surface strategy taxonomy, it is found that 39 items or 39.4% errors are omission errors, 7 items or 7.2% errors are addition errors, 39 items or 39.4% errors are malformation errors, and 14 items or 14.1% errors are disordering errors. After the four categories are classified into 11 subcategories, it can be known that the omission of auxiliary (to

be) has the highest frequency; while in the subcategory of addition errors, the addition of conjunction has the highest frequency. In the subcategory of disordering, the disordering of adjective has the highest frequency. In the subcategory of malformation errors, the malformation of verbs has the highest frequency.

Muhammad Shiddiq (2015), in his thesis entitle, "*An Error Analysis In Writing A Paragraph by the Third Semester Students' of English Department Makassar Muhammadiyah University*", from the results of the data analysis, most of the students do not complete their paragraphs with concluding sentences. Their paragraphs are also incoherent. The data show that in paragraph organization, errors of conclusion are 42.86 % of total errors found and those of coherence are 41.90 % of total errors found.

In grammatical errors, most of the students do not write verb tense and verb/subject agreement in correct form. The result showed that there are 58.12% errors of verb tense and 28.12 % errors of subject-verb agreement. Other errors are followed by article and pronoun with low percentage.

Difficulties that the students made in writing a paragraph is grammatical errors in using verb tense because they do not apply the rules of present verb for present time and past verb for past time. While in paragraph organization is conclusion. They do not complete the paragraph by giving concluding sentence. They also write incoherent paragraph.

Based on the previous findings above the researcher explains that this research is different from the expert findings are using the surface strategy taxonomy to analyze the difficulties of finding.

B. Writing

1. The Definition of Writing

Writing is the activity of creating pieces of written work, such as stories, poems, or articles. Thinking is the basic of writing. Writing is the way for researchers to explore their thought and ideas. It is a method of representing language in visual or text form.

Silver and Gogh define text as “Text is conventional form for organizing messages in a structured way that fits the purposes of the participants in the communication.” Text formed from many words, phrases, sentences, and paragraphs. And text itself can be such as story, journal, and news etc. Generally text is always used in four English skills, in listening, reading, writing, and speaking. According in writing there are kinds of text: such report, narrative, expository, descriptive text etc. Students still made some errors in writing text such errors in involving tenses, clauses, verb, pronouns, commas, or in apostrophes.

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond

their immediate vicinity, to learn something that they do not know yet, and to reach other purposes.

According to Hornby, there are several definitions of writing, they are:

1. a. The activity or occupation of writing e.g. stories or article
 - b. Books, stories, articles
 - c. The literary style of such material
2. Written works, e.g. books or essays
3. The general activity or skill of writing
4. Written or printed words
5. the way in which person made letters when writing.

Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level.

Troyka states that writing is a way of thinking and learning. It gives someone opportunities to explore his ideas and acquire information. Writing is also a technique for discovering whether his language is understandable or not. It makes unexpected connections among ideas and language. Educated people, therefore, need to master good writing ability in order to express themselves well.

The skill of writing is often considered to be reflecting the level of their education. It means that writing can help the students increase their vocabulary, improve their knowledge of grammar, develop their understanding of how ideas and opinions are expressed and how well their messages are understood by the reader.

According to Harris there are five general components to be recognized in writing process, they are:

1. Content: the substance of the writing; the idea expressed
2. Form: the organization of the content
3. Grammar: the employment of grammatical forms and syntactic patterns.
4. Style: the choice of structure and lexical items to give particular tone or flavor to the writing.
5. Mechanism: the use of graphic conventions of the language.

Meanwhile if we want to make good writing, we have to know some criteria of good writing. According to Guth (1969: 1), the criteria of good work of writing are as follows:

- a. It is authentic. It proceeds from accurate observation and careful study of audience. It does not merely repeat second hand ideas.
- b. It is thoughtful. It reflects the researcher's desire to think about certain things as a topic.
- c. It is organized. It shows the researcher's ability to express his ideas, to select what is important, and to present it in possible order.
- d. It is effective. It shows that the researcher is aware of his audience and that he respects their standard expectation or needs.

- e. It is well written. It shows the authors respect for language and his sense of his power, riches and varieties. It provides pleasure when people read it.

There are various ways to express ideas in written forms. Based on the ideas written in composition, writing can be classified into four, namely narration, description, exposition, and argumentation.

2. The Function of Writing

Writing has function as a mean of communication, giving information, and sharing knowledge to other persons. Writing cannot be separated from human life.

It involves the encoding of message of some kinds that is people translate their thoughts into language. On personal level, most of people writing have function to made note of something, to keep record of things they to remember, to send the message and write a letter to someone and a view of them keep diaries.

Most of people have to fill in the form from time to time (especially application and insurance for example). A part from this the amount of writing they do regularly will relate to their professional life. Some might spend a good deal of time writing letters, instruction, report etc. For others this will only be occasionally activity.

3. Form of Writing

According to *KTSP 2007*, based on Genre-Based Approach there are five forms of writing. They are as follows: Narrative, Descriptive, Recount, Report, and Procedure.

a. A Narrative

A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

Structure of the text:

1. Orientation: Introduce the character, place and time
2. Complication: Develop a conflict.
3. Resolution: End of the conflict.
4. Coda: (if any) shows the change that happens to the characters and the moral value of story.

b. Description

Description (description writing) appeals to the senses, so it tells how something looks, smells, tastes, and/or sounds. A good description is like a word picture. The reader can imagine the object, place, or person in his or her mind. A researcher of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. (Oshima& Hogue, 1997: 50).

Descriptive writing is like painting a still life picture. The researcher has a picture in his/her mind that he/she wants to communicate to the reader. The

researcher describes that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom, etc.) Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. For example, an old man in a worn-out bathrobe could be described as *"a scarecrow draped with a tattered teal-blue bathrobe that hung from his bony shoulders like a rag."*

c. Recount

Recount is a report of even or activity in the past. It is to inform or to entertain the readers. Structure of the text:

1. Orientation give information about who, what, when and where.
2. Report of event or activity (in chronological order).

d. Report

Report is a text describes the way of things are, with reference, to arrange of natural, manmade and social phenomena in our environment.

Structure of the text:

1. General statement, which explain treatment of the subject and classification.
2. Descriptive (describes the way of the things are, with reference, to arrange of natural, manmade and social phenomena in our environment).

e. Procedure

Procedure is a text describes how something is accomplished through a sequence of action or steps.

Structure of the text:

1. The goal

2. The material (not required for all procedural text).
3. Step (goal followed by a series of steps oriented to achieving the goal).

C. Recount

1. The Meaning of Recount

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who is involved, what happened, where this even took place and when it happened (Pardiyono, 2007: 63). At an Online Education Journal, writing recount is said that it may be a reorientation at the end.

It summarizes the event in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience (or both).

How to write Recount Text?

- a. Made some list and plan of orientation. In the orientation students at least introduce the main character, to made it easier they can made some questions: who involved in this story? Where it happened? and when it happened?.
- b. In series of event, the students write the events chronologically. It begins with the first event, followed by the second event to the last event.
- c. In reorientation, the students draw a conclusion or give a comment about the story, but not all recount text closed by reorientation. It's optional.

2. Purpose of Recount

Derewianka (2004: 18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader know who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such as next, after, when then, after, before, first, at the same time. It describes events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

3. Types of Recount

a. Personal Recount

These usually retell an event that the researcher is personally involved in.

b. Factual Recount

Recording an incident, e.g. a science experiment, police report.

c. Imaginative Recount

Writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.

4. Features of Recounts and Conventions

The recount has a title, which summarizes the text. Past tense verbs are used, and frequent use is made of words which link events in time, such as next, later, when, then, after, before, first. Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).

5. Generic Structure

The recount has a title, which usually summarizes the text specific participants (Mum, the crab).

The basic of recount consist of three parts:

- a. The setting or orientation – background information answering who? when? where? And why?
- b. Events are identified and described in chronological order.
- c. Concluding comments express a personal opinion regarding the events described.

D. Analyzing the Difficulties

In the stage of identifying and describing the errors in this research, the researcher will use the surface strategy taxonomy (Dulay, Burt, Krashen, 1982:115).

Based on the taxonomy, errors are classified this taxonomy into four categories:

a) Omission

Omission errors are characterized by the absence of an item that must appear in a well – formed phrases or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners.

Examples:

1. He sitting. *)

He *is* sitting.

2. English use as second language. *)

English *is* use as second language.

b) Addition

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance.

Examples:

1. She *is* eats apple. *)

She eats apple.

2. It is on a picture of cat. *)

It is a picture of cat.

c) Malformation

Malformation errors are characterized by the use of the wrong form or morpheme of structure. While in omission error, the item is not supplied at all. In the malformation errors the learner supplies something, although it is incorrect.

Examples:

1. Ali *eata* pineapple. *)

Ali *eats* a pineapple.

2. It is *the* rabbit. *)

It is *a* rabbit.

d) Disordering

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by L1 and L2 learners when they have acquired certain simple patterns.

Examples:

1. Elephant has a nose *long*. *)

Elephant has a *long* nose.

2. *Zebra the colours is black and white*. *)

Zebra's colors are black and white.

This taxonomy is use because it is expected to give much promise to the researcher for identifying cognitive process that underlies the learner's construction of the language. The taxonomy also makes use aware that the learner's errors are based on logic. They are not result of laziness or sloppy thinking, but of the learner's use of interim principle to produce a new language.

In this stage of interpreting the causes or sources of errors, the researcher makes use of the comparative taxonomy based on comparisons between the constructions of L2 errors and certain other types of construction. Considering this taxonomy, inter-lingual errors are cause by negative transfer or interference from the learner's mother tongue. Transfer is one of the learning strategies in which the

learners use their previous knowledge and experience of the mother tongue as a means of acquiring the target language, when certain system of learner's native language are similar to that the target language. However, when they are different and the learner use transfer, they will produce errors that are called inter-lingual errors. Based on the opinion above, we can take an implication that one of the characteristics of inter-lingual errors is that errors reflect the learners' first language structure.

The second type of errors is Intralingua or developmental errors. These errors are cause by interference within the target language itself. According to Richard, there are four types of Intralingua or developmental errors, they are:

1. Overgeneralization

Overgeneralization is defined as the use of the previously available strategies in a new situation. Learners made a new deviant structure on the basis on their experience of their structures in target language. They made errors, as they want to reduce their linguistic burden in using the language. The kinds of errors occur when the learners are given different kind of sentence patterns and rules but sometimes she or he uses them in different situation, in which particular generalization doesn't apply.

2. Ignorance of the rule restriction

Ignorance of rule restriction related to generalization. Learners made errors because they fail to observe the restriction of existing structures. They apply the rules in a new situation where if should not be applied.

3. Incomplete application of rules

Learners made errors because they are more interested in communication, so they think that there is no need for mastering the rules of the language.

4. False hypothesized concepts

The errors are caused by the poor gradation of the teaching items. It is derived from a faulty comprehension or distinction in the target language.

The understanding of grammar is very important in making a good writing. The difficulties in writing will happen if the researcher has not enough knowledge or grammar.

Corder also says that human learning is fundamentally a process that involves the making of mistakes. The learner has already acquired his or her mother tongue. The mastery of mother tongue, in fact, has great influence on the process of learning a second or foreign language. The learners still lose their native language form and meaning in learning a foreign language. It influences the process of mastering foreign language. Because of that reason, the researcher considers that the mistakes and difficulties in the research are the problems in writing for the learners.

E. Conceptual Framework

The understanding of grammar is very important in making a good writing. Errors in writing will happen if the researcher has not enough knowledge or grammar.

Mistakes and errors often happen are learning foreign language. It is difficult to see the differences between errors and mistakes, especially in written form. The researcher agrees with Corder who states that problem of determining what learners mistakes and what learners errors is one of same difficulties and involve a much more sophisticated study and analysis of errors. Because of that reason, in this research the presence of mistakes is comitted. Recount text is text that tells about what had happened in sequent of events. Sudirman states that the generic structure of this text is orientation, series of event and reorientation. To teach writing in recount text is begin from title, orientation, sequence of events and reorientation.

F. Conceptual Framework

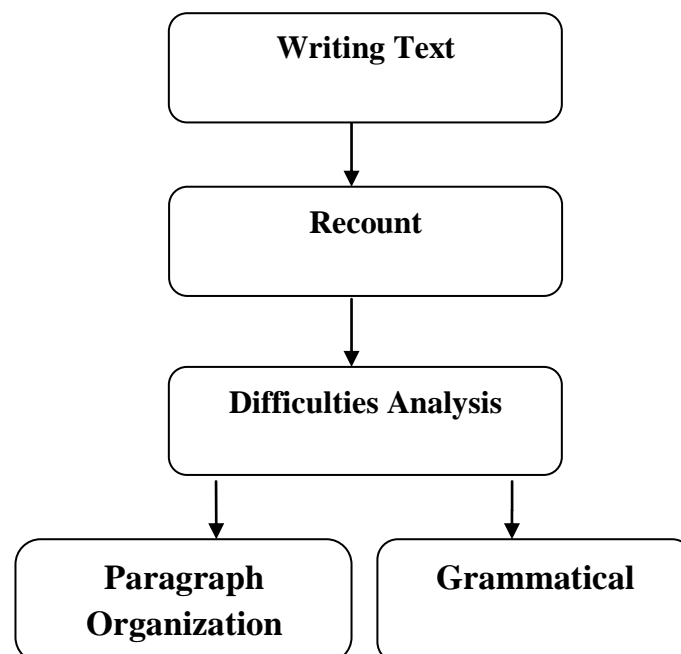


Figure 2.1. Conceptual framewor

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology of research which was practiced by the researcher in this research. The explanation in each aspect of appropriate methodology was explained specifically..

A. Research Design

This research used descriptive qualitative method. In this approach, the researcher just analyzes and identifies the result of research. The data was collected from SMAN 1 Tanete Rilau, Kab. BARRU.

B. Research variable and indicators

1. Variable

The variables of this research were text organization errors and grammatical errors in writing a text.

2. Indicators

- a. The indicator of text organization error were topic sentence, paragraph development, conclusion and coherence. And grammatical were verb, article/preposition and pronoun.
- b. The indicators of grammatical errors are: verb, articles, and pronoun.

C. Subject of the research

The researcher chose the eleventh grade students grade in SMAN 1 Tanete Rilau, Kab. BARRU. The researcher chose eleventh grade because before the researcher got the information of the English teacher, the students still find some problem about how to express their ideas in writing paragraph. Another problem is they cannot write a good structure paragraph because they still had little experience to made their writing better for the readers. So the researcher took sample in this research is the entire eleventh grade in SMAN 1 Tanete Rilau as IPA is 15, consist 2 men's and 13 women's and IPS is 12, consist 4 men's and 8 women's. So, total of eleventh grade as many as 27 students.

D. Research Instrument

The instrument of this research was written text that consists of 3 themes to choose one for each students. The students do the task in the classroom. The students are given 90 minutes to finish the task. The researcher was classify the difficulties into two types: text organization and grammar. The researcher had calculated the difficulties using simple statistic formula. And the data explained in description analysis.

E. Procedures of Data Collection

The first step, prepared the research instrument. The second step was implemented the test. In this step; the researcher was given the students questioner in paper to made recount text.

Then, the researcher collects the tests that was be done by the students. The researcher analyzes the students writing in order that could see what the students made in their writing, focused in organization and structure/grammar.

F. Technique of Data Analysis

This study dealt with the purpose of knowing writing problems encountered by the students. In analyzing the students written work, the researcher started with read the entire test. In addition, the procedures of the difficulties analysis in collecting the data were included the following four types:

1. Identification from the students writing
2. Classification of whether in grammatical or in text organization
3. Errors correction
4. Statement of errors frequency

The frequency of errors which were found in the paragraph writing of the students was calculated using the following formula.

$$P = \frac{F^x}{N} \times 100$$

Where:

- P : The percentage of errors
- F_x : Number of errors for each type
- N : Number of all errors
- 100% : Constant numeral

Bungin (2005:133)

Scoring the result of the students test based on the two aspect that given by (Heaton 1988) the aspect are grammar, and form organization.

A. Grammar

Table 3.1 Classification of grammar

No	Classification	Criteria
1	Excellent	Few (if any) noticeable and error of grammar a word order.
2	Very good	Same errors of grammar and order which do not, however interfere with comprehension.
3	Good	Errors of grammar and word order, fairly frequent, accessional re-reading. Necessary for full comprehension.
4	Fair	Errors of grammar and word order frequent. Error of intergeneration sometimes required on readers' part. Errors of grammar and word order very frequent, the readers often have to really on own interpretation.
5	Inadequate	Error of grammar or word orders as severe as to made comprehension virtually impossible.
6	Unacceptable	

(Heaton: 1988:146)

B. Form (organization)

Table 3.2 Classification of form organization

No	Classification	Criteria
1	Excellent	Highly organized clear progression of ideas well linked, like educated native speaker
2	Very good	Material well organized links could occasionally be clearer but communication not impaired.
3	Good	Some lack of organization re-reading required for clarification between them.
4	Inadequate	Individual ideas may be clear but very difficult to deduce some organization.
5	Unacceptable	Lack of organization several that communication is seriously impaired.

(Heaton: 1988:146)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings of the research and discussion that contain of data analysis in detail. The finding covers the result of the data from error analysis and discussion covers the description of the findings in details.

A. Findings

In this part, the researcher presents the students' errors in writing a paragraph; they are text organization, content, and grammatical. The text organization cover are the topic sentence, paragraph development, conclusion and coherence. While grammatical cover are verb, article/preposition and pronoun.

1. Text organization

The result shows that in text organization, topic sentence are 22.50 % of the total errors found, 25.00% errors in paragraph development, and 52.50% errors in conclusion, and coherence. The distribution of the errors can be seen in table 4.1

Table 4.1. Percentage of Text Organization Errors

No.	Subject Of Errors	Errors Of Students'	Errors Of Frequency	Percentage (%)
1.	Topic sentence	9	9	22.50%
2.	Paragraph development	10	10	25.50%
3.	Conclusion and Coherence	21	21	52.50%
	Total	-	40	100%

From Table 4.1, it indicates that percentage of the students' errors in text organization is dominated by paragraph conclusion (52.50%). Conclusion has high percentage because most of the students and their paragraphs without giving conclusion/concluding sentence. Some students also write incoherent paragraph. The sentence in their paragraph are not related each others and the students do not made any transitions to made relationship among ideas. Errors of paragraph development and topic sentence are also found in students' paragraphs with low percentage.

2. Grammatical

In grammatical, the result shows that verb are 54.49% of the total errors found, 23.26% errors of article/preposition 22.26% errors of using pronoun. The distribution of the errors can be seen in Table 4.2

Table 4.2. Percentage of Grammatical Errors

NO.	Subject of Errors	Errors of Students	Errors of Frequency	Percentage (%)
1.	Verb	27	163	54.49
2.	Article/Preposition	21	70	23.26
3.	Pronoun	24	67	22.26
	Total		301	100%

From table 4.2 it indicates that errors of verb have high percentage (54.49%).

B. Discussion

This discussion is given for the purpose of providing specific discussion of the data analysis. After the researcher analyzed the errors, the researcher tries to do the classification, identification, explanation, and correction of errors.

1. Text organization

a. Topic sentence

Topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the researcher's. Main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of a paragraph.

Most of the students do not write clear topic, sentences in their paragraph. The students only write some sentences that can support and give details or examples to the topic sentences, but they do not provide clear topic sentences as the main ideas to be supported by the other sentences. Here is an example of student's paragraph that does not have clear topic sentence.

“GAPPEMBAR”

Once day I wants to go scout in GAPPEMBAR in Barru I and friends me long time to wait mobile pick up go to of scout GAPPEMBAR and to arrive in there our clean up the location scout to awake up then with situation that hot but our didn't..

The paragraph tells about going to the scout that they are going together. Moreover, the researcher does not write clear sentence as introduction of the paragraph. The researcher only write what she has done in the scout in sequence. The topic sentence of this paragraph could be: *I had an experiance going to scout with my friends.*

b. Paragraph development

A paragraph needs development. Paragraph development deals with adding informative and illustrative details to support the main idea in a paragraph. Some student paragraph did not have paragraph development. They do not complete their paragraph by giving information or details ti support the topic sentence. Most of the students who do not made paragraph development have written a paragraph with the from like this:

“Paskibraka selection”

I time to follow selectin paskibra Kec. Tanete Rilau for to warning Hut Kemerdekaan 17 August 1945 that shall to do in Desa Aropoe Kec. Tanete Rilau. I and friends to follow selectin get and praise get and praise be to Allah I to escape member paskibra Tanete Rilaubut there is my friends that to escape because not willing to follow...get and we to go placttise everyday.

The paragraph above talks about paskibraka Selection. The researcher states that paskibraka selection they passed but the researcher does not write that in details. She tells about passed but she does not mention the example what kind of she passed.

c. Conclusion

Conclusion is the last part of a paragraph that indicates the researcher finishes the writing. Giving conclusion here means completing the developments of the paragraph with concluding sentence and concluding can remind the reader what the paragraph talks about. After analyzing the students writing, the researcher finds that there are many students did not complete their paragraph with concluding sentence. Here are some examples of the students' paragraph with did not have conclusion or concluding sentence:

"paskibra"

This is place my experience the moment follow activity paskibra subdistrict combination 4 high school priper to 17 august 2015. At or to activity that us another aduated and become be as friend devoted, we experience creation utter at shout, go by much more accident happy fun. We passed the difficulties together and happy of the training.

The paragraph above tells about the experience of paskibra activity. The writes did not make the concluding that will remain the reader about the topic.

d. Coherence

Coherence is the relationships which link the sense of utterances in a discourse or of sentences in a text. Coherence here means the paragraphs contain the links (called transitions) each other to made relationship among ideas. Some students write their paragraph without linking the ideas they wrote. So that one idea often does not relate to another idea. Here is the example of incoherence paragraph.

" My holiday at the new year"

At holiday I and my friends talked plan, agenda new year which about in anha home. When wish to go rian in the home, I and dad talked about to notified agenda new year in anha home, but mom neglected worship me. But me constant go to anha home to celebrated new year day. The anha home I and friends

enjoyed night new year, with listened music and supplied food. But, not some time I sick and must fast sleep.

New year night not like that enjoyed me. And I hope new year later not like this again.

The researcher told us about her experience when she was in *Spent the NewYear*. Therefore, as the paragraph of student 09, it also did not have links to made relationship among ideas and made the reader understand the story in sequence events. The paragraph also talked about **And I hope new year later not like this again* without any transitions like *moreover, furthermore, besides that, and so on.*

Based on the data analysis, most of the students' difficulties in text organization especially in writing the conclusion. They do not write the conclusion of their text so does not made the task clearly as purpose of recount. Derewianka(2004:18) states that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Furthermore, she also says that making conclusion to comments express a personal opinion as the regarding of the events described.

2. Grammar

a. Verb

Using verb tense means understanding the forms of verb that tells about the time. Errors of wrong tense or wrong verb occur when a learner use the wrong verb tense in a certain sentence. The result of the study reveal that the participants

were not aware of applying the correct tense to the verb in the sentence. Verb tense errors have the highest percentage because most of the students do not apply the form of verb for past time. Here are some examples of errors from some samples:

Once day I want to **go scout GAPPEMBAR* in Barru (went)

Should be: *One day I went to... ..*

GAPPEMBAR and to **arrive* in there (arrived)

Our clean up the location scout to **awake up* tent (build up)

I **time* to follow selection Paskibra (was)

Should be: *I was followed Paskibra selection*

We **to go practice everyday* (went)

Should be: *we went to practise... ..*

From the example above, most of the students do not write correct tenses to the verb in the sentences, especially in differentiating the form for present and past time. They write present verb for past sentences.

b. Article/preposition

An article is a word that is used with a noun to indicate the type of reference is being made by the noun. English has two articles: *the* and *a/an*. *The* is used to refer to specific or particular nouns; *a/an* is used to modify non-specific or non-particular nouns. We call “the” the definite article and “a/an” the indefinite

article. Then, preposition is a word that used when we talk about (at) time of day, (on) for days, date, particular days, special days holiday, (in) for months year, seasons, part of time/days. Here are the lists of errors from the samples:

<i>At holiday,</i>	(At the holiday)
<i>One days*...</i>	("s" is not plural)
<i>... my school in follow activity</i>	("in" must <i>before</i> my school)
<i>... game play in the moment</i>	("At" for talk about times)
<i>... and evening there is show</i>	("in" for part of day)

Based on the example above, the students did not apply the rules of using article an preposition. They used article a (*s*) for plural noun and they also used preposition did not apply the rule of use (*at, on, in*) for the words that are preceded by (*part of time, particular day, and part of day*).

c. Pronoun

A pronoun is a word that takes the place of a noun. We use pronouns to made sentences less cumbersome and less repetitive. They are classified into several types, i.e., the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronounand so on. Some students do not write the use of pronoun correctly. They did not know to differentiate subject pronoun, object pronoun, and possessive pronoun in writing sentences. Here is example of errors from the samples:

The *anha home	(Anha's home)
But, *me constant go to	(I)
I and friends *me long time to...	(my friends)
*my and friends like that...	(I)
Once *my Monday go to...	(on Monday I went to)

The examples above show the errors in using pronouns. Some students did not write word that can replace the noun. Most of them write subject pronoun like "I" instead of possessive pronoun in the sentences.

Based on the data analysis, most of the students do mistake in grammatical especially in verb tense, this is relevant with the theory by Johansson & Geisler(2009:184), states that the most common errors learners made are related to verb form. Another difficulties for learner explained by svartvik & Sager(1996:85), they state that other very common verb related errors were errors of verb inflection. In English, regular verbs are often inflected with certain suffixes (ending), for example regular verbs use the *-ed* ending as in (*play, played, played*). Irregular verbs, however, differ and have different suffixes such as (*eat, ate, eaten*).

CHAPTER V

CONCLUSION AND SUGGESTION

This research has attempted to analyze text organization errors and grammatical errors in writing a paragraph faced by the eleventh grade students' of SMAN 1 Tanete Rilau the year 2016/2017. In this chapter, the researcher list the conclusion and suggestion based on the findings.

A. Conclusion

Based on the previous findings and discussion, the researcher concluded that:

The difficulties faced by the eleventh grade students of SMAN 1 Tanete Rilau in writing English recount text were text organization and grammatical. In text organization, there are: topic sentence, paragraph development, conclusion and coherence. While in grammatical are: verb, article/preposition and pronoun. They do not complete the paragraph by giving concluding sentences.

B. Suggestion

After concluding this research, the researcher has some suggestion for the students, the teacher, SMAN 1 Tanete Rilau.

1. The researcher suggest for students' of SMAN 1 Tanete Rilau to pay more attention of English, because today English is very important.

2. The researcher suggest for teachers to care more the students' futures, to use more strategies for teaching, makes the classroom lives, students' as the priorities, that students' will have better English achievement.
3. The researcher suggest for head of school SMAN 1 Tanete Rilau to implement the vision, that of determining the direction, agent the change, sokesman, and the a coaches.

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Appendix A: Research Instrumen

Name :

Reg. Number :

Class :

Instruction :

Choose theme below of the text and make a paragraph to tell your experience about:

- Holiday
- At home
- School

Appendix B. Data Analysis

B.1 Paragraph Organization

NO.	Number of Sample	Errors Frequency of Organization		
		Topic Sentences	Pharagraph development	Conclusion/ Coherence
1	Student 01		1	1
2	Student02	1		1
3	Student03			1
4	Student04	1		
5	Student05		1	
6	Student06		1	
7	Student07	1		1
8	Student08			1
9	Student09			1
10	Student10		1	
11	Student11	1		
12	Student12			1
13	Student13		1	
14	Student14			1
15	Student15		1	1
16	Student16			1
17	Student17	1	1	1
18	Student18			1
19	Student19		1	1
20	Student 20			1
21	Student 21	1		1
22	Student 22		1	1
23	Student 23	1		1
24	Student 24		1	
25	Student 25			1
26	Student 26	1		1
27	Student 27	1		1
TOTAL		9	10	21
		40		
PERCENTAGE		22.50%	25.00%	52.50%

B.2 Grammatical

NO.	Number of Sample	Errors Frequency of Grammar		
		Verb	Article/preposition	Pronoun
1	Student 01	6	2	1
2	Student 02	6	2	1
3	Student 03	5	5	5
4	Student 04	4	5	2
5	Student 05	8		1
6	Student 06	4	2	2
7	Student 07	9		
8	Student 08	5	2	1
9	Student 09	4	5	5
10	Student 10	5	5	5
11	Student 11	2	2	4
12	Student 12	9		3
13	Student 13	6	4	1
14	Student 14	7	3	2
15	Student 15	5	5	5
16	Student 16	8	4	
17	Student 17	7	3	2
18	Student 18	6	4	1
19	Student 19	9		3
20	Student 20	2	2	4
21	Student 21	4	5	5
22	Student 22	5	5	5
23	Student 23	5	2	1
24	Student 24	9		
25	Student 25	4	2	2
26	Student 26	12	1	5
27	Student 27	8		1
Total		164	70	67
		301		
Percentage		54.49%	23.26%	22.26%

$$P = \frac{F_x}{N} \times 100$$

Where:

- P : The percentage errors
 Fx : Number of errors for each type
 N : Number of all errors
 100% : Constant numeral

Bungin (2005:133)

By applying this formula, if we substitute the total of each error, we will get:

The total of error frequency= 40

$$\text{Topic sentences} = \frac{9}{40} \times 100$$

$$= 22.50\%$$

$$\text{Paragraph development} = \frac{10}{40} \times 100$$

$$= 25.00\%$$

$$\text{Conclusion and coherence} = \frac{21}{40} \times 100$$

$$= 52.50\%$$

The total of error frequency =301

$$\text{Verb} = \frac{164}{301} \times 100$$

$$= 54.49\%$$

$$\text{Article and preposition} = \frac{70}{301} \times 100$$

$$= 23.26\%$$

$$\text{Pronoun} = \frac{67}{301} \times 100$$

$$= 22.26\%$$

Appendix C. List of participants

XI.IPA

No	Nama	Jenis Kelamin
1	Muh. Reski	Laki-laki
2	Asdar	Laki-laki
3	Muh. Rafasha Faizan	Laki-laki
4	Ahmad Reski Fauzi	Laki-laki
5	Baharuddin	Laki-laki
6	Muh. Adli	Laki-laki
7	Rahman	Laki-laki
8	Wahyuni	Perempuan
9	Husnul Hamdani	Perempuan
10	Nabila	Perempuan
11	Annisa Ramadhani	Perempuan
12	Indah Permata Sari	Perempuan
13	Nur Hidayah	Perempuan
14	Ainun Jariah	Perempuan
15	Nur Fitma. K	Perempuan

XI.IPS

No	Nama	Jenis Kelamin
1	Sahrul	Laki-laki
2	Riswan Saputra	Laki-laki
3	Akmal. M	Laki-laki
4	Surandi	Laki-laki
5	Kasmin	Laki-laki
6	Nur Afadil Salam	Laki-laki
7	Nasruddin	Laki-laki
8	Mutmainnah	Perempuan
9	Nurfadillah	Perempuan
10	Mufliha Makmur	Perempuan
11	Nur Azisah	Perempuan
12	Musfira	Perempuan

Appendix D. Documentation



