

**AN ERROR ANALYSIS OF STUDENT PROCEDURE TEXT
WRITING OF COOKING IN SINGULAR AND PLURAL NOUN AT
SMPPGRI6 BANDAR LAMPUNG**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

**Asep Prianto
NPM. 1611040380**

Study Program : English Education

**Advisor : Meisuri, M.Pd
Co-Advisor : Agus Hidayat, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022**

ABSTRACT

This research focused on the Analysis of Student Procedure Text Writing of Cooking in Singular and Plural Noun at Seventh-Grade at SMP PGRI 6 Bandar Lampung Academic Year 2021-2022 by using Dullays theory. the objective of the research was to know 1. to find out types of error analysis of students' procedure text writing of cooking in singular and plural nouns 2.to find out many errors in the procedure text writing of cooking in singular and plural nouns at seventh-grade students at SMP PGRI 6 Bandar Lampung

This research used qualitative descriptive research, The population of the research was the students at the first semester of 34 students in class VII.H at SMP PGRI 6 Bandar Lampung. The samples were chosen by doing cluster random sampling. In collecting the data, identify the errors, analyzed, and clasify on surface strategy taxonomy by Dullays, included omission, addition, misformation.

In conclusion, based on the result of the research, it was found that the total of students' error are 62 items, there are 13 (21%) items of omission error, 44(71%) items of addition error, and 5 (8%) item of misformation error. Those are indicating students' writing ability and an application of grammar especially in using singular and plural nouns is still low.

Keywords: *Cooking, Error Analysis, Singular and Plural Nouns, Procedure Text, Writing.*

DECLARATION

I hereby declared this thesis entitled: “An Error Analysis of Student Procedure Text Writing of Cooking in Singular and Plural Noun at Seventh Graders at SMP PGRI 6 Bandar Lampung In The Academic Year OF 2021/2022.” is fully my work. I am very aware that I have cited several statements, references, and ideas from various sources and it is well recognized in this thesis.

Bandar Lampung, December 1, 2021

Declared by,



Asep Prianto
NPM. 1611040380



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : AN ERROR ANALYSIS OF STUDENT
PROCEDURE TEXT WRITING OF
COOKING IN SINGULAR and PLURAL
NOUN at SMP PGRI 6 BANDAR LAMPUNG
IN ACADEMIC YEAR OF 2021/2022.**

Student's Name : ASEP PRIANTO
Student's Number : 1611040380
Study Program : English Education
Faculty : Tarbiah and Teacher Training Faculty

APPROVED

**To be tested and defended in the examination sessionn
At Tarbiyah and TaCher training faculty
State Islamic University of Raden Intan Lampung**

Advisor,

Meisuri, M.Pd

NIP. 198005152003122004

Co-Advisorrr

Agus Hidayat, M.Pd

**The Chairprson
Of English Education Study Program**

Meisuri, M.Pd

NIP. 198005152003122004



**KEMENTERIAN AGAMA
UNINRADEN INTAN LAMPUNG
FAKULTAS TARBIAH DAN KEGURUAN**

Alamat : Jl. Letkol. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

ADMISSION

A thesis entitled: "AN ERROR ANALYSIS OF STUDENT PROCEDURE TEXT WRITING OF COOKING IN SINGULAR and PLURAL NOUN at SMP PGRI 6 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2021/2022.", by: ASEP PRIANTO, NPM: 1611040380, Study Program: English Education, was tested and defended in the examination session held on: Thursday, December 30th 2021.

TIM DEWAN PENGUJI

Chairperson : Dr. Oki Darmawan, M.Pd (.....)

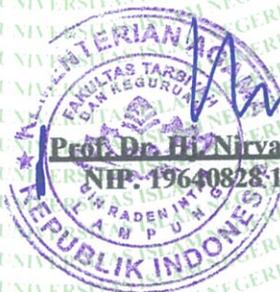
Secretary : Dr. Nur Syamsiah, M.Pd. (.....)

Primary Examiner : Satria Adi Pradana, M.Pd (.....)

Co- Examiner I : Meisuri, M.Pd. (.....)

Co-Examiner II : Agus Hidayat, M.Pd. (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. H. Nirva Diana, M.Pd
NIP. 19640828-19803 2 002**

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“ For indeed, with hardship (will be) ease! Indeed, with hardship (will be) ease (QS. Al – Insyirah : 5 – 6)’

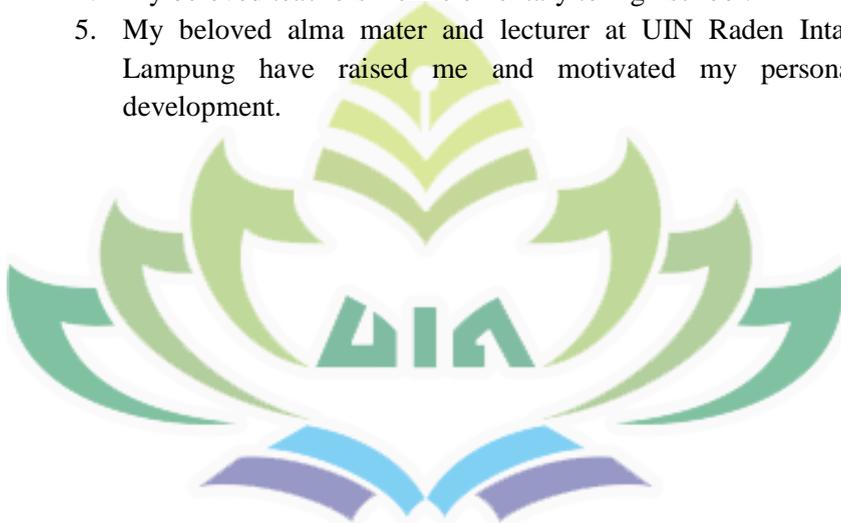


¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Surip, mother of the late Ms. Rohaini, Uncle Mr. Sutiyawanto, aunt Ms. Rahayu Dewi, who continue to pray and always provide motivation for my life.
2. My beloved Dr. Oki Darmawan, M.Pd, father and teacher who has always been patient, taught, supported, and encouraged me to finish this thesis.
3. My beloved friends: all students of the English Education Study Program, especially Class B 2016.
4. My beloved teachers from elementary to high school.
5. My beloved alma mater and lecturer at UIN Raden Intan Lampung have raised me and motivated my personal development.



CURRICULUM VITAE

Asep Prianto, was born in Hanakau village, on March 9th, 1997. He is the one-child of late Mr. Surip and the Ms. Rohaini.

Asep Prianto started his study at the Elementary School of SD N 1 Hanakau and graduated in 2009. After finishing his study at elementary school, he continued his study at Junior High School of SMP N 2 Liwa and graduated in 2012. Then, he continued in senior high school of SMK N 1 Liwa and graduated in 2015. After that, in 2016 he continued in UIN Raden Intan Lampung and took the English Education Study Program of Tarbiyah and Teacher Training Faculty.

During studying at UIN Raden Intan Lampung, Asep followed the organization of Student Activity Unit Volunteer Corps Indonesian Red Cross of State Institute of Islamic Studies Raden Intan Lampung (KSR PMI UIN Lampung), Scout of the State Institute of Islamic studies Raden Intan Lampung (Pramuka), Muli Mekhanai Paksi Kingdom Skala Brak Lampung, and Duty Language Province Lampung.

Bandar Lampung, December 1, 2021

Declared by



Asep Prianto

NPM. 1611040380

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First of all, all praise be to Allah the Almighty for giving mercy and blessing to Asep Prianto during the study and in completing this thesis. The best wishes and salutation be upon the great messenger prophet Muhammad Peace be upon Him.

This thesis is presented to the English Education Study Program at UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task as partial fulfillment of the requirement to obtain S1-degree.

Then, Asep Prianto would like to thank the following people for their ideas, time, and guidance for completing this thesis:

1. Prof Dr. H. Nirvana Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
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Finally, none or nothing is perfect and neither is a thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartily welcome.

Bandar Lampung, December 1, 2021

Declared by



Asep Prianto
NPM. 1611040380

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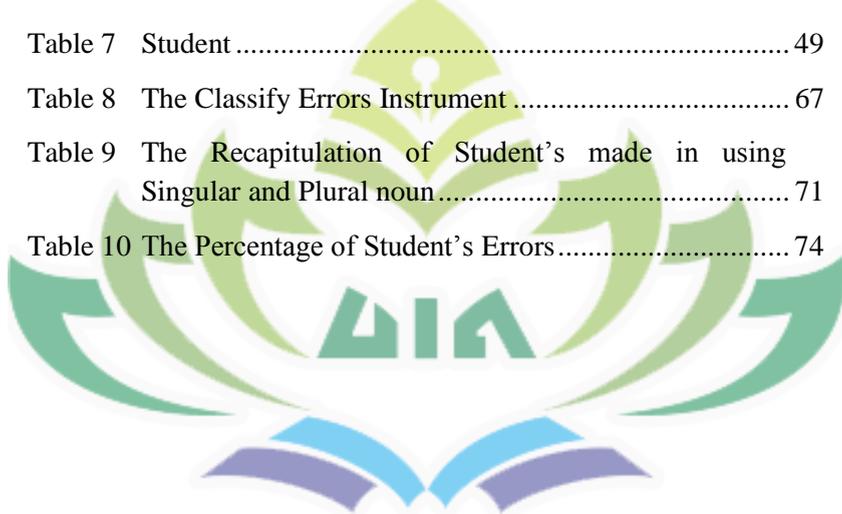
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CHAPTER I

INTRODUCTION

A. Title Affirmation

To avoid misunderstanding in understanding and interpreting a thesis title, it is necessary to confirm the meaning of some words which are the title of this thesis. The title of the thesis is an error Analysis of Student Procedure Text Writing Of Cooking in Singular and Plural Noun at Seventh-Grade at SMP PGRI 6 Bandar Lampung Academic Year 2021-2022 The descriptions of meanings of several terms contained in the title are as follows:

Based on the Indonesian Dictionary (KBBI), is "the investigation of an event (essay, deed, etc.) to discover the true situation" (causes, reasons, sit the case, etc.). The study of the parts themselves as well as the interactions between the sections to achieve a precise comprehension of the overall meaning, so analysis is the elaboration of a subject on its many parts and the study of the parts themselves and the relationships between the sections.¹

Dullay explain error as "the flawed side of learning speech or writing. They are those parts of conversation or composition that deviate some selected norm of mature language performance".²

Raimes thinks writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand.³ Writing is also the most effective technique for a student to improve their ability to grasp English as a communication language.

¹ Kamus Besar Bahasa Indonesia (Balai Pustaka, 2009) p. 59

² Heidi Dullay Et.al, *Languauge Two*, (Oxford: Oxford University Prss, 19820), p.138

³ Imelda Wardani, Basri Hasan, and Abdul Waris, "Improving the Ability in Writing Descriptive Text through Guided-Question Technique," *Journal of English Language Teaching Society (ELTS)* 2, no. 1 (2014): 1–13, <http://jurnal.untad.ac.id>.

Anderson argued that a procedure text is a piece of text that tells the reader or listener how to do something.⁴ Procedure text is a writing genre that is commonly taught in secondary schools.

Nouns generally change into the number (singular or plural) and case (plain or genitive). based on Oxford advanced learner "s dictionary, "singular is (a form of the word) and plural used about more than one".⁵

B. Background of Problem

It can be explained that English is the language with the biggest number of speakers in the world. English is one of the most widely spoken international languages.⁶ This is very significant in social interaction and science since language is a means of communication with other people in the world to understand each other's intent and purpose of what is stated. Reading, listening, writing, and speaking are the four sciences that must be grasped to learn English.

Writing is one of the sciences in which students are most interested in learning English. Writing is also the most effective technique for a student to improve their ability to grasp English as a communication language. There's a reason that writing is so important. To begin with, writing is one of the methods for communicating one's message to others around the world. Second, students and the work agency component both require a lot of writing. When it comes to writing, at last, writing can be assumed, as one of the characteristics of an educated people.⁷ In the holy Qur'an, Allah states:

⁴ Jupri, *Using Video Recipe To Improve The Junior High School Students' Ability In Writing Procedure Text*, Vol. 6 No. 2 (2008), Pdf,p.126

⁵A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: OxfordUniversity Press, 1987), p.643

⁶ M.F. Patel and Praveen M. Jain, *English Language Teaching Methods, Tools & Techniques*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 6.

⁷ James C. Raymond, *Writing*, (New York: Harper and Row Publisher, 1980), p.2.

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٤٥﴾

Who has taught the writing by the pen. He has taught man that which he knew not. (Q.S. Al- Alaq: 4-5).⁸

So, writing is one of the learning activities that must be taught in schools by teachers and offered to students if the public is concerned about teaching and learning in schools. Because there are several types of learning materials for students in English that must be completed by students, the teacher frequently assigns assignments to students in junior high school. Such as procedural text, descriptive text, reports, recalculated text, narrative text. Thus, it means that writing English skills is very essential for junior high school students to be mastered.⁹ and some genres work for short texts such as the text procedure genre.

In addition, students must grasp vocabulary and know how to apply grammar to create text or sentences as part of their writing skills. Some abilities are required since they will be used in daily life. Students are expected to be able to express themselves in writing by writing. There are several ways to share ideas through writing, one of them is through text. Research will concentrate their efforts on this project.

In this case, this text comprises the sequence of methods or procedures that readers must follow to achieve the text's aim of reading. When students are unable to write due to a lack of motivation, they will face difficulties. Especially when students desire to rewrite their ideas and views in written form Not only do necessitate.

In summary, errors in students' learning styles are common. Both professors and students must have made an error in the learning process as ordinary individuals in the realm of education. To learn how to improve their writing abilities The

⁸ Departemen Agama RI, *Al-Qur'an*, p. 564.

⁹ John Langan, *Exploring Writing Paragraphs and Essay*, (New York : McGraw Hill, 2008), p.25

more students who enjoy writing, the more knowledge they will gain; nonetheless, someone must make error after error in the student learning process. For instance, they are more likely found to make a sentence.¹⁰

In short, when this study conducted interviews with an English instructor from SMP PGRI 6 Bandar Lampung class VII, the teacher stated that students frequently made errors in writing, one of which was when drafting recipes, and that it was still difficult to discern between singular and plural nouns. Following the conversation with the teacher, for example look at a students' assignments and discovered numerous the word "2 appel" in the text includes errors, we can see the error in using the sentence "2 apples" which should be "2 apples", resulting in students making an error because they did not add the word -es in adding plural nouns.

In this case, the students' errors in writing cooking procedures will be analyzed with singular and plural nouns that use the correct grammar. The reason why this thesis is focused on the procedure of students' error in the writing of cooking, the English teacher found some errors in writing students' procedures. Besides, the reasons why this thesis is focused on plural and singular nouns, focus of the interview with the English education teacher at SMP PGRI 6 Bandar Lampung grade VII for the academic year 2021/2022 Mrs. Yuliatin S.Pd and I found that there were many problems in the writing skills of students at SMP PGRI 6 Bandar Lampung. especially in choosing vocabulary and frequent errors in the use of plural and singular words in English lessons for class VII with the theme of procedures text writing of cooking.

Students learn about good and correct English in English grammar, which includes nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, and interjections. A noun is a word that describes a person, place, or thing in the text. Students

¹⁰ David Crystal, *A Dictionary of Linguistics*, (Colorado: Westview Press ,2008) p.173

learn about the plural in nouns in school, and the singular signifies that we have to discuss it.

The multiple and single forms of nouns are thoroughly examined in grade VII. The teacher's explanations and examples are understood by the students. When it comes to applying the principles of single and plural forms in English classes, some students still struggle. In English, students have trouble constructing multiple and singular nouns rules for writing plurals by adding -s or ice for the singular and multiple, for example, the words (apple-apples) and (glass - glasses).

However, this is only used for the singular. There are also irregular plural nouns like (foot-feet), (tooth-teeth), and (mouse-mice), among others. As a result, some students will make several errors when learning English. Learning English is a natural activity that occurs frequently wherever and whenever we call it normal.

Based on the preceding studies mentioned above, it was discovered that these studies are almost identical to this one. They have a lot in common when it comes to error analysis in the writing process. Meanwhile, this research will look into students' errors when producing a cooking procedure text in singular and plural nouns.

C. Identification of the Problem

The identification of the research problem is based on the information provided above.

1. Some students continue to make an error when composing their short texts.
2. Some Students continue to make an error when it comes to using plural and singular nouns.
3. The student is still having trouble composing cooking in singular and plural nouns.

D. Limitation of the Problem

This research focused on:

1. Types of error analysis of students' procedure text writing of cooking in singular and plural nouns.
2. Many errors in the procedure text writing of cooking in singular and plural nouns at seventh-grade students at SMP PGRI 6 Bandar Lampung.

E. Formulation of the Problem

Based on the statements above, the formulation of the problems were :

1. What are the types of error analysis of students' procedure text writing of cooking in singular and plural nouns at seventh-grade students at SMP PGRI 6 Bandar Lampung?
2. How many errors (omission, addition, and misformation) in the procedure text writing of cooking in singular and plural nouns at seventh-grade students at SMP PGRI 6 Bandar Lampung?

F. The Objective of the Research

The objectives of the research were

1. To find out types of error analysis of students' procedure text writing of cooking in singular and plural nouns.
2. To find out many errors in the procedure text writing of cooking in singular and plural nouns at seventh-grade students at SMP PGRI 6 Bandar Lampung

G. Use of the Research

1. For students; This research will assist students in errors of procedure text writing, and such as the incorrect use of singular and plural nouns.
2. For English Instructors; The purpose of this study is to aid teachers in locating further information based on the content and findings of this study, which is connected to faults in

procedure text writing and the most common use of singular and plural nouns by students, as well as solutions.

3. For research; this study is meant to be one of their resources for identifying and analyzing problems in other texts, as well as providing new data for future research on writing errors.

H. Relevance Studies

Research regard student errors to be a crucial element of learning English. Analyzing the errors made by students is one technique for helping students avoid making the same errors. Previously, there had been much research and analyses on similar things. In other words:

1. The research by Hasibuan the title *Error Analysis in Students Writing of Procedure Text in Eighth grade Student of Madrasah Tsanawiyah Laboratorium SU Medan 2019/2020*. It was conducted by using qualitative descriptive. The result of the study showed that there are so many errors found on students' procedure writing. The analysis showed that the most common type of errors made by the students is omission (45,2%), from the data analysis that the main causes of errors in intralingual Transfer (59,6%).¹¹
2. The research by Wibowo *An Error Analysis on Procedure Text Written by the 11th Student of SMA Negeri 1 Purwodadi*. the researcher used qualitative content analysis research as the approach to collect and analyze the data. The result of the analysis shows that the student of SMA Negeri 1 Purwodadi makes four types of error. They are omission error, addition error, misformation error, and misordering error. Omissions error is most frequently error made by the students with 197 data or 59,7%. The second is addition error with 72 data or 21,8% that consist of simple addition with 68 data or 20,6%

¹¹ Nur Jam'ah Hasibuan, "Errors Analysis In Students' Writing Of Procedure Text In Eighth Grade Students Of Madrasah Tsanawiyah Laboratorium UIN SU Medan submitted as a partial requirements for undergraduate degree in education program ". (Thesis, Faculty of Teachers Islamic University SU Medan, 2019).

and double marking with 4 data or 1,2 %. The third is misformation error with 47 data or 14,2% that consist of archi-form with 42 data or 12,7% and regularization with 5 data or 1,5%. The last is misordering with 14 data or 4,2%. And the writer finds two sources of errors.¹²

3. The research by Budiman *An Analysis of Student Grammatical Error in Using a Singular and Plural Noun in Performing Dialogue at the First Semester of the Seventh Grade at MTSN 2 Bandar Lampung 2017/2018*. This research used qualitative research or purposive sampling research in collecting and analyzing the data. Where the data were gathered from the students and then analyzed to conclude. In conclusion, based on the result of the research, it was found the total of the students' errors were 66 items, there are 43 (65,1%) items of omission error, 19 (28,8%) items of addition error, and 4 (6,1%) items of misformation error. There are many errors that students made in omission, addition, and misformation. Those are indicating students' speaking ability and an application of grammar especially in using singular and plural nouns is still low.¹³
4. The research by Fatma. *An Analysis of Students' Error in Writing Procedure Text of the Ninth Grade Students at SMP Negeri 9 Salatiga in the Academic Year 2020/2021*. This study used qualitative research, with a descriptive method. The instruments of the research were tests and documentation. The result showed that the most dominant errors made by students were Omission (48.88%). The second error made by students was Misformation (40.00%). The third error made by

¹² Puji Ari Wibowo "An Error Analysis on Proedur Text Written by the 11th Student of SMA Negri 1 Purwodadi". (Thesis, Faculty of Teacher Training and Education Muhammadiyah University of Surakarta, 2011).

¹³ M. Faisal Budiman, "An Analysis of Student Grametikal Error In Using Singuler And Plurer Noun In Performing Dialogue At The First Semester Of The Seventh Grade At MTSN 2 Bandar Lampung".(Thesis, Faculty of Tarbiah and Teachers" Training of State Islamic University of Raden Intan Lampung, 2017/2018).

students was Misordering (8.88%). The lowest frequency of error was Addition (2.22%).¹⁴

5. The research by Simanjuntak, analyzing the usage of the error on students' procedure writing, was conducted by using qualitative descriptive. The result of the study showed that there are so many errors found in students' procedure writing. The analysis showed that the most common type of errors made by the students is omission (45,2%). From the data analysis was found that the main cause of errors is Intralingual transfer (59,6%).¹⁵

I. Research Methodology

1. Research Design

In conducting the research, this research used qualitative research or purposive sampling research to describe and analyze the student's error. The grammatical errors were made by the students then identified and classified based on surface strategy taxonomy. In this way, the data gathered from the students was then analyzed, the description in this research is about errors of singular and plural nouns in the writing procedure of cooking.

2. Research Subject

a) Population

Source on Sugiyono, the population is the whole subject or object of the research that has the quality and particular characteristics. In addition, he states the sample is part of the characteristic of the population that represents its population.¹⁶ Based on the previous definition above, the population is defined as all members of any well-defined class of people, event, or object. In this case, this

¹⁴ Haristiani Fatma, "An Analysis of Students' Error in Writing Procedure Text of the Ninth Grade Students at SMP Negeri 9 Salatiga". (Thesis, Faculty of Tarbiah and Teachers' Training of IAIN Salatiga, 2020/2021).

¹⁵ Mariani Simanjuntak, ". (Thesis, Faculty of Teacher Training and Education University of Medan, 2011).

¹⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, (Bandung: Alfabeta, 2015), p. 117-118.

research took the students of the seventh class at SMP PGRI 6 Bandar Lampung as the population of the research. The population in this research are 275 students, the population consists of ten classes with the detail as follows:

Table 1.1

The Total of the Students at the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year 2021/2022

No	Class	Number of Students		
		Males	Females	Total
1	VII.A	19	16	35
2	VII.B	17	18	35
3	VII.C	19	16	35
4	VII.D	18	16	34
5	VII.E	18	16	34
6	VII.F	20	15	34
8	VII.G	19	14	34
9	VII.H	18	16	34
Total				275

b) Sample

Based on Sugiyono, the sample is part of the amount and characteristic which is owned by the population.¹⁷ Based on the definition above, the sample is several of the population that represents the population research. Source on the population above, this research took the sample of this research VII.H which has 34 students consisting of 18 males and 16 females. This research chooses this class because it has a low score in writing.

¹⁷ *Ibid*, p.125

c) The Sample Technique

Mcmillan states that the sample can be selected from a large number of groups of persons, identified as the population, or it can simply refer to a group of subjects from whom data was collected.¹⁸ This research used the purposive sampling technique. Arikunto states that the purposive sampling technique is a sampling technique that isn't done based on stratified, random, or region but is done based on a particular destination.¹⁹ Source on Sugiyono states that purposive sampling technique is a technique of determining samples with certain considerations.²⁰ This research is focused on class VII.H because this class had the lowest scores. This research is interested to obtain a comparison of both of them, and they were still studying about how to speak in daily conversation (things, people food, plants, and has a specific function in sentence structure) And inside the material mention singular and plural nouns.

3. Instrument

In qualitative research, the main instrument is the human because this research determines the research center, selects informants as data sources, collects data, analyzes data, and concludes findings.²¹

In this study, class VII.H at SMP PGRI 6 Bandar Lampung will take a cooking text writing test. Then, students' errors in the plural and singular nouns in writing cooking texts analyze with based on the surface strategy taxonomy by Dullay.

Table 1.2
The Classify Errors Instrument

Students Code	Name of Error	Student	Corrections

¹⁸ *Ibid*, p.169.

¹⁹ *Loc.cit*, p.121.

²⁰ *Ibid*, p.124.

²¹ *Ibid.*, p.45

		Errors	
S1			
S2			
S3			
S4			

Table 1.3
The Recapitulation of Students Error Instrument

Students Code	Types of Error			Total Errors
	O	A	MF	
S1				
S2				
S3				
Total				

4. Sampling Technique

The population of the research included samples as part of it. Sampling is the pars of a segment of the population chosen for the research process.²² Cresswell explained that sample is a subspecies of the objective population that the exploration intends to read for making speculations regarding the objective population.²³ Random sampling, stratified sampling, area probability sampling, purposive sampling, proportional sampling, quota sampling, cluster sampling, and double sampling are the eight strategies listed by Arikunto for selecting the sample research.²⁴

²²Bryman & Bell, *Buseness Research Methods-Alan Brayman*, Emma Bell-Google Books, 2015

²³Rahmawati, "The Effectiveness of Using WhatsAPP to Improve Writing Ability in Announcement Text at the Thenth Grade Students of SMA N 1 Klirong in the Academic year of 2016/2017" (thesis for Bchelor Degree Purworejo Muhammdiyh University, 2017)

²⁴*Ibid.*,

The sampling strategy chosen was purposeful sampling. Purposive sampling, Based on Arikunto, is a sampling strategy that involves imaging out a sample for a specific reason.²⁵ picked has a lot of errors and problems with singular and plural nouns in writing short functional texts, it was chosen based on the study demands.

5. Research Procedure

The following are the steps involved in doing research:

a) Determining the Research's Focus

Students' errors in the procedure text writing of cooking in singular and plural nouns in this technique are the topic of this research.

b) Picking a topic for your Research

The students in the seventh grade at SMP PGRI 6 Bandar Lampung were the focus of the study.

c) Providing instructions on how to make an Based on this study, students must create and write text for cooking.

includes themes including donuts, fried rice, omelets, Bolu, Dadar Gulung, chicken soup, orange juice, avocado juice, and ice coffee

d) Collecting Data

this study collected data from student work in the form procedure text writing of cooking.

e) Identifying and Categorizing Faults

The errors of the Students were recognized and categorized using the surface strategy taxonomy: omission, addition, and misformation.

f) Evaluating, Analyzing, and Calculating

The proportion of student errors The goal of this study is to analyze student errors and calculate all of them (frequency and percentage).

g) Reporting research findings to be included in research findings.

²⁵ *Ibid.*,

6. Data analysis

- a) Students are instructed to write a process text cooking with a random theme.
- b) Absenteeism in class is used to determine the student's name code.
- c) Students' faults in writing were recognized by emphasizing inaccuracies in the process of writing text cooking they created.
- d) Dullay category student errors as addition (with three forms of double marking errors, regularization, and simple addition), omission, and formation errors in his surface strategy taxonomy.
- e) An error by students will be explained.
- f) The percentage of each inaccuracy will be determined.
- g) The outcomes of the investigation will be summarized.

To have the percentage of them, this research used the following formula:

$$p = \frac{f}{n} \times 100\%$$

Note:

P : Percentage

F : Frequency of errors occurrence

N : Number of total error

7. Trustworthiness of Data

Trustworthiness is demonstration that the evidence for the result reported is sound and when the argument made based on the result is strong.

This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. Based on Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of human

being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.²⁶

The usefulness of triangulation is to enrich the data and or make more accurate conclusions. In qualitative research, the triangulation is important because if this research wants to get the conclusion, the research should have strong data. There are 6 kinds of triangulation, there are:²⁷

- a. Triangulation of time. Triangulation of time has two forms, there are:
 - a) Cross-sectional triangulation is data collection carried out in the same time with the different group.
 - b) Longitudinal triangulation is data collection carried out from the same group with different time.
- b. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
- c. Triangulation of theory, in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
- d. Triangulation of method, in triangulation of method this research uses different method for collecting similar data
- e. Research triangulation. In research triangulation, for collecting the same data it is done by some people.
- f. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely qualitative and quantitative so that this research focused on collecting the both of data from those approach.

In this research, triangulation of method is used. In addition, this study uses interviews, observations, and survei, to check the truth. By applying this technique, this study

²⁶Ag Bambang Setiyadi, *metode penelitian untuk pengajaran Bahasa asing* (Yogyakarta, Graha Ilmu, 2006),p.246

²⁷ *Ibid.*p.246-247

expects the results of this research have strong data and accurate conclusion.

J. Systematic Discussion

Chapter I: This section is an introduction that contains:

- a. Title Affirmation
- b. Background of the Problem
- c. Identification of the Problem
- d. Limitation of the Problem
- e. Formulation of the Problem
- f. Objective of the Research
- g. Use of the Research
- h. Relevance Studies
- i. Research Methodology
- j. Systematic Discussion

Chapter II: This section is a theoretical framework that contains:

- a. The Concept of Error Analysis
- b. Concept of Writing
- c. Types of Text
- d. Procedure Text
- e. The Concept of Noun
- f. Error Analysis Plural and Singular

Chapter III: This section is a description of the object research that contains:

- a. General Description of the Object
- b. Facts and Data Display

Chapter IV: This section is a research analysis that contains:

- a. Research Findings
- b. Discussion

Chapter V: This section is a closing that contains:

- a. Conclusion
- b. Suggestion

CHAPTER II

LITERATURE REVIEW

A. The Concept of Error Analysis

Errors and mistakes, Based on Dulays, are caused by a lack of grasp of the rules of a second language.²⁸ It signifies that an error reveals a leak in the learner's target language knowledge, causing the learner to misunderstand the rules in use in the target language. Furthermore, performance errors have been referred to as mistakes in some second language literature, based on Dulay.²⁹ It means that in performance, we repeat activities so that we know what we're doing; for example, when we accept a present from someone, we neglect to say thank you. In this scenario, we occasionally discover that we have made an error.

1. Definition of Error

Sourced from Brown, “an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. Dullay defines error as “the flawed side of learning speech or writing. They are those parts of conversation or composition that deviate some selected norm of mature language performance”³⁰ Although an error and a mistake are frequently used interchangeably, there is a distinction to be made. A mistake, sourced from Stephen Pit Corder, is a random performance slip induced by exhaustion, excitement, or other factors. A mistake is a systematic deviation made by learners who have not yet learned the rule of L2, whereas an error is a systematic deviation made by learners who have not yet mastered the rule of L2. Error Because it is a product that reflects the learner's present stage of LT 2 development or underlying competency, it cannot be self-corrected. Errors cannot be avoided, but they are a sign that learners are actively engaged in hypothesis

²⁸ Heidi Dulay, et.al, *Language Two* (Oxford : Oxford Univerity Press : 1982), p.139

²⁹ *Ibid*,p.217

³⁰ *Ibid* p.138

testing, which will lead to the acquisition of target language norms.

2. The Difference between Mistake and Error

Errors and mistakes are not the same things. Error is intrinsically aberrant, and its author cannot self-correct it. Errors, on the other hand, are the outcome of a performance failure.³¹ Furthermore, errors cannot be self-corrected until the learner has received and translated the relevant (to that error) input (implicit or explicit). To put it another way, errors require more relevant learning before they can be self-corrected.³² Otherwise, the error is either purposefully or unintentionally deviant or self-correcting, making it a difficult criterion to use in practice.³³ Furthermore, their agent can only correct a mistake if the divergence is brought out to him or her. If only being aware of the presence of a device is sufficient to drive self-correction, we have a first-order error.³⁴ Furthermore, whereas an error cannot be self-corrected, a mistake, based on Freeman, is a random performance lapse caused by exhaustion, excitement, or other factors, and hence can be easily self-corrected. Corder then made a point of distinguishing between error and mistake. A blunder is similar to a slip of the tongue. That is, they are usually one-time affairs. When a speaker makes a mistake, he or she can acknowledge it and amend it if necessary. On the other hand, an error is a systematic blunder. That is, it is likely to occur regularly and is not recognized as an error by the learners. In this situation, the learner has integrated an incorrect form (from the TL's perspective) into his or her system.³⁵

"The distinction between performance and competence faults is incredibly essential," Dullay says, "but it is often difficult to

³¹ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (New York: Addison Wesley Longman, Inc., 1987), p.78-79.

³² *Ibid*, p.83.

³³ *Ibid*, p.78-79.

³⁴ *Ibid*, p.83

³⁵ Susan M. Gass, Larry Selinker, *Second Language Acquisition: An Introductory Course*, (New Jersey: Lawrence Erlbaum Associates Publishers, 1994), p.67.

discern the nature of a deviation without extensive examination." We don't limit the term error to competence-based deviations to make it easier to refer to a deviation that hasn't yet been identified as a performance or competence error. We use the term error to describe any divergence from a set of linguistic performance norms, regardless of the characteristics or causes of the deviation.³⁶ It can be concluded that in this study, the distinction between error and mistake was not made, and erroneous forms in students' procedure composing a cooking text were seen as an error.

3. Definition of Error Analysis

Human learning is primarily a process in which mistakes and errors are made. If the learners are studying English, for example, they are certain to make some faults and errors, thus they must attempt to remedy them by asking another person who is fluent in English to assess the learner's error. As a result, the teacher requires error analysis to examine the student's errors in developing the new language system (English language) and provide appropriate feedback.

Error analysis is also acquired as part of the morphology of language learning to assist students with their issues. The steps of error analysis, based on Tarigan, are as follows:

- a. Collecting the data of errors
- b. Identifying of errors
- c. Considering the order of the errors types
- d. Classifying of errors
- e. Estimating the area of errors
- f. Correcting the errors.³⁷

³⁶ Heidi Dullay ET AL., *Langauge Two*, (Oxford: Oxford University Press, 1982), p.139.

³⁷ Henry Guntur Tarigan, *pengajar remedy bahasa*,(Bandung: angkasa, 1990). P.7.

Source on Roxana, the error analysis technique has generally followed a uniform process of research that includes the following steps:

- a) Collection of the data (either from “free” composition by students on a given them or from examination papers)
- b) Identification of errors (labeling the exact nature of deviation, e.g, dangling preposition, anomalous sequence of tense, etc.)
- c) Classification into error types (e.g. errors of agreement, articles, verb form, etc.)
- d) Statement of the relative frequency of error types
- e) Identification of the areas of difficulty in the target language
- f) Therapy (Remedial, Drills, Lesson, etc)

While the methodology described above is broadly representative of the bulk of error analysis in the traditional framework, more complex studies may involve one or both of the following:

- a) Analysis of the source of the errors(e.g mother tongue interference, overgeneralization, inconsistency in the spelling of system of the target language, etc).
- b) Determine if the error in terms of communication, norm, etc.³⁸

Based on the collecting data and discussion in the previous chapter, it can be concluded that students at SMP PGRI 6 class VII.h made an error in their procedure writing of cooking. to Corder, errors analysis has two functions: theoretical and practical:

- a) To investigate the language learning process
- b) To show whether the teacher must have remedial teaching.³⁹

³⁸ Rexona mihache, Constructive analysis and error analysis, *Journal of matelse Education Research*, (1999) Vol 2, No. 2, p.1076-1077

As previously stated, one of the most important practical applications of error analysis is for teachers. It means that the teacher examines the errors committed by the students and corrects them. The actual application of error analysis to learners can help them improve their English mastery.

4. Taxonomy of Error Analysis

a. Linguistic Category

Dulay elucidates the linguistic category. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse are some of the language components that are classified by taxonomy (style). The parts that make up each linguistic component are referred to as constituents.⁴⁰

b. Surface Strategy Taxonomy

The surface strategy taxonomy is a classification system "based on the differences between the learner's erroneous version and the anticipated target version." It emphasizes the various ways in which the surface structures differ.⁴¹ for example, remove required things or add unneeded ones; they may also misform or order items. The mistake categorization can give a clear description of the cognitive process that underpins the learner's reconstruction of the new language or language being taught by employing surface strategy taxonomy. It also makes us aware that learners' blunders are the result of their active approach to producing the goal language employing interim principles. There are four forms of errors in this category: omission, addition, misformation, and misordering.

c. Comparative Taxonomy

Comparative taxonomy classifies errors based on structural similarities between second language errors and

³⁹ Corder, S.P, *Error Analysis and Interlanguage*, (New York: Oxford University Press, 1981), p.45

⁴⁰ *Ibid.*p.140

⁴¹ *Ibid.*p.150

certain other types of constructions.⁴² If we use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's faults to the structure of errors reported by children learning English as a second language. The identification of the fault is traced back by comparing the phrases or sentences. Example: a. The boy handsome-for-the handsome boy b.university big-for-big university.

d. Communicative Effect Taxonomy

Surface strategy and comparative taxonomies are not the same as this taxonomy. The communicative effect taxonomy looks at faults from the perspective of the listener or reader. As a result, the emphasis is on discriminating between errors that appear to cause communication problems and actual communication problems. Many language teachers and scholars believe that mistakes made by pupils are important in the learning and teaching of English as a second language. The importance of the learners in second language learning is systematic, in what ways are they organized, and what do they suggest about the teacher's goals should be to prevent mistakes from occurring at an early stage, while the students are entirely reliant on the teacher for what they learn, it should be possible to achieve the goal. So, the following theories are the literature that acts as a foundation for the research and aids in answering the research problem's first inquiry. However, in this study, the surface strategy taxonomy theory is only used in the process of assessing the types of errors because these theories are concerned with the surface aspects of a language, which are modified in precise and systematic ways as described above.⁴³

⁴² *Ibid.p.163*

⁴³ Heidi Dullay Et. All, op.cit p.150

To assess the errors of the students, this study employed surface strategy taxonomy as the foundation for displaying the classification of the errors. It is easy to classify the error that frequently appears in single and plural errors by utilizing Surface Strategy Taxonomy. Aside from that, Surface Strategy Taxonomy is more specific when it comes to analyzing singular and plural errors.

5. Concept of Surface Strategy Taxonomy

Based on Dullay, this research uses surface strategy taxonomy as a foundation for analyzing the errors of the pupils. Learners may remove necessary components or add unneeded ones; they may misform or reorder items, based on the surface approach taxonomy. Those superficial parts of language, on the other hand, are altered in particular and systematic ways, as we briefly mentioned at the start of this chapter.

For student interested in discovering cognitive processes that underpin the learner's reconstruction of the new language, analyzing errors from a surface strategy perspective holds a lot of potentials. It also makes us aware that some of the errors made by students are founded on reasoning. They are the outcome of the learner's use of interim principles to generate a new language, not of sloth or faulty reasoning.⁴⁴

6. Error Types Based on Surface Strategy Taxonomy.

Based on to Dullay, Burt, and Krashe's surface approach taxonomy, there are four categories of errors: omission, addition, misformation, and misordering.

a. Omission error

Source on Dulay et al., the omission is defined as the absence of a required item in a well-formed utterance. Although any morpheme or word in a phrase has the potential to be omitted, some morphemes are omitted more frequently than others.⁴⁵ To put it another way, an

⁴⁴ *Ibid*, p.151

⁴⁵ *Ibid*,p.154

utterance of a sentence is explained to have an omission error if it omits any necessary piece from a well-formed sentence. Although any morpheme or word in a phrase has the potential to be omitted, some morphemes are omitted more frequently than others. For example:

- 1) Susan is good student.
- 2) Jack is best student in his class

In utterance 1 the student omits an indefinite article a for *Susan is a good student*, while in utterance 2 a definite article the is omitted for *Jack is the best student in his class*

b. Addition Error

Omissions are the polar opposite of addition errors. The appearance of an item that should not appear in a well-formed utterance characterizes this error.⁴⁶ It usually happens near the end of the second language learning process, after the learner has already mastered some target language rules. Double marking, regularization, and simple addition are the three methods of addition. The following are the justifications:

- 1) Double Marking

Many addition errors are better correctly defined as failures to delete some things that are essential in some linguistic structures but not in others.

For example:

The girl does not dresses up appropriately

The teacher did not arrived on time.

The utterance *the girl does not dresses up appropriately* is incorrect because the tense is simple present tense. So the *correct is the girl does not dress up appropriately*.

The utterance *the teacher did not arrived on time* is incorrect because the tense is simple past tense. So the correct *the teacher did not arrive on time*.

⁴⁶ *Ibid*,p.156

2) Regularization

Rule is usually applied to a class of linguistic elements, such as nouns.⁴⁷ Regularization errors are errors in which a marker that is ordinarily added to a linguistic item is incorrectly added to exceptional items of the specified class that do not take a marker. The word "regular" and "irregular" forms and constructions in a language are examples of this fallacy. The student frequently applies the rules to the irregular ones in order to produce the regular one.

For example:

Incorrect correct

Man men (plural from man)

Buied bought (past tense from buy)

Childs children (the plural from child)

The example above is regularization errors, in which the regular plural noun and tense markers respectively have been added to the item which does not take markers.

3) Simple Addition

The error of simple addition refers to the addition of one element to the correct utterance.

For example

- I am is a student.

- You can to swim in the swimming pool anytime.

In the utterance - the sentence *I am is a student* is an incorrect sentence because add with the word *is*. So the correct sentence is *I am a student*. And in the utterance – the sentence *you can to swim in the swimming pool anytime* incorrect sentence because add whit word *to*. So the correct sentence is *you can swim in the swimming pool anytime*.

⁴⁷ *Ibid*,p.157

c. Misinformation

The usage of the incorrect form of the morpheme or structure is a misinformation error. While omission mistakes occur when an item is not provided at all, misinformation errors occur when a student provides something that is inaccurate. There are three categories of misinformation errors.⁴⁸:

1) Regularization Errors

Regularization errors are errors in which regular markers are used place of irregular ones. For example, the verb run does become ruined, but ran; the noun sheeps is also sheep in plural, not sheeps. Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in I error of regularization.

2) Arch-Forms

The selection of marker of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The forms selected by the learner are called archi-form. The following examples are dealing with the use of demonstrative adjectives this, that, these, and those.

For example:

- that tables
- this student
- these books
- those tables

This type of misinformation error has been called archi-form. That should be followed by singular form, while these should be followed by the plural.

⁴⁸ *Ibid*,p.158

3) Alternating Form

As learners' vocabulary and grammar grow, the use of archi-form often gives way to the free alternative of various members of the class with each other. This error is marked with an error in the proper selection of words. This error occurs when the second language learner is at the level of vocabulary and grammar grows (beginner stage). For example, put the subject I in the position of the object that should be replaced with me.

For example:

- I see her yesterday
- he would have saw them.

The utterances above have incorrect use of the verbs see and saw instead of saw and seen respectively.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. Misordering errors occur systematically for both L2 and L1 learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions.

For example:

- *Do you know who is she ?*
- *What you are thinking about ?*

In the utterance sentence *do you know who is she?* Is an incorrect sentence, because there is misordering of the word. So the correct sentence *is do you know who she is ?* and in the utterance – sentence *what you are thinking about?* is an incorrect sentence, because there is misordering of the word. So the correct sentence *is what are you thiking about?*

B. Concept of Writing

1. Definition of Writing

Writing, as part of four primary skills: reading, writing, listening, and speaking.⁴⁹ Writing is a kind of the productive english skills which people or students have to be mastered in school or lerned for everyone to learn english. Basically, hhumans use mediation to impart information that cannot be conveyed directly or to pass on knowledge, therefore they write it down. This is one of the sciences that can aid in the learning of a language quickly.

Moreover, writing is the most difficult skill, but whit more practice, people will be better at writing.⁵⁰ Although writing skills are the most challenging, with persistent study and practice, people will undoubtedly be able to master and understand them with time. In this scenario, English is a foreign language in Indonesia from Sabang to Merauke since the first language taught in Indonesia is the mother tongue (regional language) and Indonesian is the second language taught. Not only in their native language, but also in academic writing, such as papers, essays, letters, project reports, articles, journals, theses, newspapers, assignments, and so on.

In addition, writing plays an important role in the production of language which the goal is to mediate global knowledge.⁵¹ To describe the feeling, entertain, inform, and convince readers are the purposes of writing.⁵² Writing can be described as a mental activity of expressing, generating, and expressing ideas. Writing can be defined as a work or outcome in which the final text must be read and understood by individuals for certain activities, such as social interaction

⁴⁹Muhammad Javed et al., A Study of Students' Assessment in Writing Skills, Vol.6 No.2 (2013)

⁵⁰John Langan, *College Writing Skill With Readings*, 2008 <http://doi.org/10.17/cbo9781107415324.004>.

⁵¹Muhammad Fareed et al., "ESL Learners' Writing Skills: Problems, Faktors and Suggestion", Vol. 4 No.2(2016), p.83-94, <https://doi.org/10.20547/jess0421604201>.

⁵²Harry Brent et al., *Literature and the Writing Proces*, 1988, <http://doi.org/10.2307/357838>.

and communication. People can express themselves and their work in writing.

We may conclude from the definitions above that writing is one of the most important skill activities with numerous advantages and applications in people's daily lives. We can communicate sentiments, ideas, or things that we can't describe verbally through writing.

2. The Proses of Writing

Writing is the last result after people study some phases of writing before.⁵³ In writing, there are several steps, stages or procedures to be done to have good writing. Writing is processed as an activity that can be identified in a large way consisting of four major stages, namely planning to draft, revising, and editing.⁵⁴

a. Planning

When this research plan, they consider what they want to say and how they want to say it, as well as the significance of their aims. It is critical to consider extensively and explicitly the fundamental difficulties in describing what people would write in their writings while planning. Finally, planning refers to how a writer organizes information, ideas, opinions, or arguments in his or her writing.

b. Drafting

When pretty ideas have been gathered in the previous step, the first try at writing is to develop one that can be continued quickly.⁵⁵ It's a good idea to concentrate on writing fluency for drafting in this part, as well as grammatically correct singular and plural nouns to utilize.

⁵³Trudy Wallace et al., *Teachinng Speaking, Listening and Writing*, No. May (2014),p.12-21.,

⁵⁴Jact C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, 2010.

⁵⁵ *Ibid.*

c. Revising

The text feedback offered in the responding step is used to revise the texts contained on the text feedback page. This part is telling a text that is made by someone based on the standards given and checking to guarantee that the writing can be understood by the reader, or it can be explained, revising is the act of reading, observing, studying, and reviewing what has been written by someone previously.

d. Editing

This part is for tidying up the text that has been created while setting up the end draft for evaluation.⁵⁶ When others have edited someone's writing and made understandable alterations or changes for the better, this is one of the phases.

3. **The Problems of Writing**

Seven things that cause the problem of writing, are.⁵⁷:

- a. The first component is the students' motivation or interest. Many of the students I meet have little interest in learning English, particularly those who don't want to know. Some students are notoriously lethargic when it comes to writing, especially when it comes to English homework. When they try to produce articles, essays, or short tales, this can present some issues.
- b. The writing process will also feel slow if students in writing English have limitations, lack of curiosity in vocabulary knowledge. This can cause students who learn English not to use correct, clear, and easy-to-understand procedures and the text they write will feel like they have few and limited words. They are tough to comprehend when it comes to selecting words for their work since they

⁵⁶ *Ibid*

⁵⁷ Dana Adas dan Ayda Bakir, *Writing Difficulties and New Solutions : Blended Learning as an Approach to Improve Writing Abilities*, Vol. 3 No 9(2013), p. 254-266,.

frequently do not know what the English equivalent of the word they select is.

- c. The third issue is students' inability to combine various components of English forms into their work due to a lack of English competence and knowledge.
- d. Because it is still difficult to discern between plural and singular nouns, students' writing will be difficult to read.
- e. Students who don't want to ask questions about their work with other students can be a problem in the future. These students will not get results that match their disinterest and cause no beneficial feedback for other students.
- f. Finally, students with limited knowledge of some parts of writing may encounter difficulties in their writing. When students read aloud the words they research, they are unable to tell whether what they are reading and writing is correct or incorrect.

C. Types of Text

1. Definition of Text

The text is a physical unit of meaning that is shaped by its surroundings. It can be stated or written, although most people believe that the text is simply someone's written work. Halliday and Hasan explained that “a text is a social exchange of meanings”.⁵⁸ Depending on the context, a statement can have several alternative meanings. For example, I bought candy for each student here, and the meaning of the sentence is one candy for all or one candy for each. Therefore, if we are a teacher, we must be able to develop the ability, creativity of students to exchange understanding in various types of sentences.

⁵⁸Halliday, M.A.K. & Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, (Hongkong: Oxford University Press, 1984), p. 11.

D. Procedure Text

In Procedures tell how to do something. This might include instructions for how to carry out a task or play a game, directions for getting to a place, and rules of behavior”.⁵⁹ In this research's point of view, procedure text is a text that provides several ways or procedures on how to do something. Procedures can be interpreted as instructions, steps, or ways that can be done by a person or group to do, create, work on, and organize something based on good and correct instructions.

Moreover, in the context of reading texts, the purpose of procedural texts is to provide easy-to-understand instructions or steps such as making, organizing, and doing things to the reader. So, the reader not only reads everything in the text, but also follows the instructions and directions that are delivered based on very precise steps, and are given in the text.

Furthermore, the Procedure text consists of a sequence of commands that are designed with certain considerations that are perfect for achieving a goal (e.g. making a simple food menu). For this purpose, procedural texts range from seemingly simple cooking recipes to manuals that require great care (paper versions measured in tons and kilos, for example for car maintenance). They also include a wide variety of documents such as teaching texts, medical notices, recommendations for social behavior, drug prescriptions, instructions for use, notices and plans, itinerary guides, advice texts, savoir-faire guides, motivations, etc.

1. Generic Structure

In learning English there are thirteen types or genres of texts. Each text has its function, role, and generic structure. The following table describes the function of the generic structure in each text (Pardiyono).

⁵⁹English K-6 Modules (Sydney: Board of Studies NSW, 1998), p.45.

Table 2.1
The Generic Structure

No	Name	Function	Generic Structure
1	Descriptive	To describe an object(human or non-human).	1. Identification 2. Description
2	Recount	To inform or retell the events or experiences that happened in the past.	1. Orientation 2. Event 3. Reorientation
3	Narrative	Telling stories or past events to amuse or entertain the readers.	1. Orientation 2. Complication 3. Resolution 4. Reorientation
4	Procedure	To tell the steps of doing something.	1. Topic 2. Description of the text
5	Explanation	Explaining how something works or why some phenomenon happens.	1. Topic+General statement 2. Sequence
6	Discussion	To present opinions or arguments about an issue or phenomenon.	1. General statement 2. Arguments for 3. Arguments against 4. Recommendation
7	Analytical Exposition	To argue that something is the case to concern.	1. Thesis 2. Arguments
8	Hartatory	To argue that something should be or taught to be.	1. Thesis 2. Arguments 3. Recommendation
9	News Item	To inform readers, listeners, or viewers about events of the day that are considered newsworthy or important	1. Headline/Tittle 2. Summary of events 3. Background 4. Source
10	Report	To give information about natural or non-natural or things in the world.	1. Tittle 2. General statement 3. Description
11	Anecdote	To share funny stories of the ridiculous event by retelling them to the readers.	1. Tittle 2. Abstract 3. Orientation 4. Crisis 5. Reaction

			6. Coda
12	Spoof	To retell an event with a humorous twist at the end of the theory.	1. Orientation 2. Events 3. Twist
13	Review	To critique or evaluate an artwork or event for a public audience	1. Tittle 2. Identification 3. Summary Evaluation 4. research and publisher

2. Language Features

However, based on information from Ghea Faizah, she explained that procedure texts such as put, mix, don't mix. Then, also use conjunctions, such as first, second, then, next, finally. Then, the last feature of the procedural text is the use of action verbs, like *turn on, stir, and cook*.⁶⁰

So, based on the understanding above, this research can be concluded that language characteristics can be seen as characteristics of procedural tests. Procedure text features consist of:

- a. Use the first sentence

Example : stirring, mixing, pouring, serving, etc.

- b. Use the second sentence as a sign of a successive event.

Example : First, second, third then, after that, finally, etc.

- c. Use action verbs.

Example : cooking, preparing, adding, turning off, turning on, etc.

Example of Procedure Text⁶¹

Goal : How to Make Omelet

Ingredients: 1 egg, 50 g cheese, a cup of milk, 3 tablespoons cooking oil, a pinch of salt, and pepper

⁶⁰ Ghea Faizah, *Procedure - Text*, 2012, (<http://www.sherikell.com>.)

⁶¹ Otong Setiawan Djuharie, *Genre*, (Bandung: CV. Yrama Widya, 2008), p.

Utensils : frying pan, fork, spatula, cheese grater, bowl, and plate

Steps :

- 1) First, break and put the eggs in a bowl.
- 2) Second, beat the eggs with a spoon until smooth.
- 3) Third, pour the milk a little bit slowly and stir until blended.
- 4) Fourth, grate the cheese until smooth into a bowl and stir
- 5) Fifth, heat the oil in a frying pan
- 6) Sixth, pour the dough little by little into the frying pan.
- 7) Seventh, flip the omelet with a spatula when it is golden brown
- 8) Next, cook both sides until done.
- 9) Then place on a plate, season with salt, chili, and pepper.
- 10) Lastly, eat while warm.

So, from the explanation above, the writer tells how to write procedure text. First, they are directed to write goals. Second, they are directed to write a list of materials that will be needed to make the procedure, such as types, materials, and equipment, how to work. And finally, students make steps to achieve the goal. with the above purpose, this research tells the reader the process of making cheese omelet.

E. The Concept of Noun

In a sentence, a noun is one of the most significant words. It can also be used as the main or heading word. In the English language. “Nouns typically inflect for number (singular or plural) and case (plain or genitive)”.⁶² Singular nouns are terms that indicate that we are describing a single object or notion. Plural

⁶²Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (New York: Cambridge University Press, 2005), p.82

nouns, on the other hand, are words that indicate that we are discussing more than one thing or an indeterminate area.

1. Definition of Noun

Nouns are commonly defined as words that refer to a person, place, thing, or idea.⁶³ A noun is a word that shows a meaning, plan, animal, person, food or something that is considered as meaning. “Nouns are words that allow us to name and label the persons, entities, objects, places, and concepts that make up our world”.⁶⁴ Based on AS Hornby in Oxford Advanced Learners Dictionary of Current English, “noun is a word which can function as the subject or object a verb, or the object of the preposition”.⁶⁵ We may conclude from all of the preceding explanations that a noun is a word in which one part is used to describe things, people, food, plants, and so on, and has a specific function in sentence structure.

2. Kinds of Noun

Source on Marcella Frank in Modern English Book, there are four kinds of nouns in English.⁶⁶

a. Proper Nouns

In writing, proper nouns begin with a capital letter. This includes (a) personal names (Asep Prianto); (b) names of geographical units such as countries, cities, rivers, continents, and so on (Germany, Indonesia); (c) names of nationality and religion (Islam, Christianity); (d) names of holidays (Easter, Eid); (e) names of time units (Monday, June); and (f) personification words - the treatment of anything or an abstraction as though it were a person (Nature, Liberty).

⁶³Evelyn P. Altenberg and Robert M. Vago, *English Grammar*, (New York: Cambridge University Press, 2010), p.3

⁶⁴Marcel Danes, *Basic American Grammar and Usage*, (New York: Barron's Educational Series, Inc, 2006), p.22

⁶⁵ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p.574

⁶⁶ Marcella Fran, *Moderen English*, (New Jersey: Prentice-Hall,1972), p 6-7.

b. Concrete or Abstract Nouns

Concrete nouns, such as fruit, mango, and glass, are terms for genuine objects that can be sensed with the senses (we can see, touch, taste, and smell the object). Abstract nouns are terms for ideas; they are notions that exist only in our heads and images (beauty, moist, and sweet).

c. Countable and Uncountable Nouns

We commonly add -s to countable nouns to make them plural (three cups-four cups). Uncountable nouns aren't allowed to be pluralized. Countable nouns (or countable nouns) are singular and plural nouns that can be termed anything (or anyone) that can be counted. Non-countable nouns and collective nouns are distinguished by countable nouns. Uncountable nouns are nouns that don't have a plural form and are used to describe something that can't (or won't) be tallied. In a phrase, uncountable nouns will employ the singular verb. Uncountable nouns are the polar opposite of countable nouns and are quite close to collective nouns.

d. Collective Noun

Collective nouns are nouns that refer to a group of people, animals, foods, or objects that are treated as a single entity (audience, committee, class, group, faculty, team, government, public, university group, etc.) Collective nouns are countable nouns that have a plural classification.

3. Forms of Nouns

Noun forms can be separated into many components, based on Frank in his book *Modern English: a Practical Reference Guide*:

a. Inflectional Forms

Nouns inflected in this way can mean:

- 1) Gender. It is a designation of a noun as masculine, feminine, or neutral that is not always based on the actual gender.
- 2) Special endings designate nouns as types based on their meaning in the sentence's subject, verb's object, and so on.
- 3) Number. Singular and multiple nouns are distinguished by special ends.

b. Plural Inflectional Forms

When writing plurals of English nouns, for example, add s to the singular (cup-cups, apple-apples). Due to the several exceptions listed below, this rule is a bit complex.

- 1) After a sibilant sound spelled as s, z, ch, sh, x, es is added (classes, churches, dishes).
- 2) After y is preceded by a consonant, the y is changed to I, and es is added (lady-ladies, country countries). If final y is preceded by a vowel, no change is made (attorney-attorneys, valley valleys).
- 3) In one-syllable words, final f or fe becomes ves in the plural (wife wives, thief-thieves).
- 4) After final o, es is added, especially in some common words (heroes, negroes, potatoes, echoes).
- 5) Irregular plurals based on older English may take the form of an internal change (man-men, foot-feet, mouse-mice) and an ending (child-children, ox-oxen).
- 6) The plural has the same form as the singular (sheep-sheep, deer-deer).
- 7) The singular has the same form as the plural (series-series, mean-means).

c. Possessive Inflectional Forms

From the singular noun is changed to possessive form by adding the ending "s" (one son "s" mother). from the plural noun is changed to possessive by simply adding it to the end of s (two daughters "s" mother). If the irregular plural noun does not end in s, then "s" is added for the

possessive word (mother "s" child). Nouns ending in s can take either one or the other (a Dickens novel or, less commonly, a Dickens novel). With a group of verbs that have the meaning as a whole, s is placed after the last word in the group (the throne of the Queen of England; interference of her mother-in-law; the opinion of others Number. Special endings mark singular or plural types of nouns.

d. Derivational Forms

Specifically for nouns, verbs, adjectives, and adverbs that have derivative forms. This form explains only some level of lexical meaning, or is only a little and more of an indicator of part of speech. The main derived form consists of special endings that can be:

Change one part of speech to another part of speech. and this kind is attached to the existing word (engage+ment=engagement), only with some changes to the original word (destroy+tion= Destruction). usually, the original word has several derivational endings, the last and describing the part of speech (nation+al+ize+ation=nationalization, noun).

To summarize, forms of nouns involve inflectional indicate as gender, case and number, plural inflectional in the general rule is to add s to singular, possessive inflectional is functioning as a unit, s is placed after the last word in the group and derivational form belongs only noun, verb, adjective, and adverb.⁶⁷

4. Concept of Singular and Plural Noun.

a. Definition of Singular and Plural Form

There are some countable nouns that we call count nouns or countable nouns, and some that can't be counted we will call noun-count nouns or uncountable nouns. A single unit or one of the count nouns is called a singular

⁶⁷ *Ibid*, p.12-13

noun which some are written or spelled differently compare to the same name which is more than one unit.⁶⁸

In English, "nouns generally change into the number (singular or plural) and case (plain or genitive). Based on Oxford advanced learner "s dictionary, "singular is (a form of the word) and plural used about more than one".⁶⁹ Singular refers to a person, person, thing, and so on. while the plural refers to more than one" or many. In the first example, this would apply to the purpose of nouns: nouns usually have opposite singulars and plurals. "Nouns that name less than two people, places, or things are singular nouns." Furthermore, "the plural consists of, while the plural contains the meaning, or relates to more than one"

Nouns are the names of people, places, or things. Singular nouns focus on only one. While plural nouns focus on two, three, or more. Schmitt explained that the definition of a singular noun is when a noun means only, it is called singular (example: boy, girl, book, church, box, apple), and if a noun means more than one then it is called plural (example: boys, girls, books, churches, boxes) there are many rules in using singular and plural nouns in life, for example as follows:

- 1) The plural form of a noun ending in "s" becomes a singular noun
example:

singular	cup	spoon	bowl	fork	Hot
plural	cups	spoons	bowls	forks	hots

⁶⁸Binsar Sihombing and Barbara Burton, *English Grammar Comprehension*, (Jakarta : Kompas Gramedia, 2007), p.171

⁶⁹A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: OxfordUniversity Press, 1987), p.643

- 2) Nouns that usually end in S, X, O, Z, CH, SH, plural nouns end in ES

example:

singular	Moss	mix	mash	tomato	pinch	whizz
plural	mosses	mixes	mashes	tomatoes	pinches	whizzes

- 3) Nouns ending in "y" are usually preceded by a consonant before turning into a plural by changing "y" to "eis"

Singular	icy	crispy	milky
Plural	icies	crispies	milkies

- 4) Nouns ending in "y" are preceded by a vowel when converted into a plural by adding the ending "s"

Singular	tray	boy
plural	trays	boys

- 5) Several nouns end in f or fe, usually, we change them to "ves" in the plural

Singular	beef	Knife
Plural	beeves	knives

The following explanation can form or add the word "s" in the ending

singular	chief	safe	roof	Fife	Grief
plural	chiefs	safes	roofs	fifes	griefs

Note:

(1). Irregular Plural Nouns

Students should remember about this:

Singular	woman	foot	child	goose	mouse	man	tooth
Plural	women	feet	children	geese	mice	men	teeth

Singular: this, that

Plural: these, those

(2). Plural same with Singular

Some words end in "s" don't change them to plural

(Sheep-sheep, species-species Fish-fish).

Noun original plural:

Singular	Formula	alumna	nebula	automaton	curriculum
Plural	Formuea	alumnae	nebulae	automata	curricula
Singular	gymnasium	atum	ocus	almnus	statum
Plural	Gymnasia	data	foci	alumni	strata
Singular	Radius	stimulus	axis	analysis	terminus
Plural	Radii	stimuli	axes	analyses	termini
Singular	Ellipses	basis	hypothesis	parenthesis	theses
Plural	Ellipses	basis	hpotses	parenthesis	thesis

6) Possessive noun

(') and "s"

Example:

Singular and plural

My father - my father's

My son - my son's

My uncle - my uncle's

Make to be

singular	is	was
plural	are	were

F. Error Analysis Plural and Singular

1. Omission

Omission errors often appear in singular and plural noun as follow

For exam:

- a. She has two brother
- b. There is two class.

In utterance 1) brother should be brothers (omits"s"). In utterance 2) class should be classes (omits"es").

2. Addition errors are the opposite of omission errors. They are characterized by the presence of an item. Which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L2 acquisition, when the learner has already acquired some target language rules. Addition errors result from the all-too-faithful use of certain rules. Dullay, Burt, Krashen divide addition errors into three types, double marking, regularization, and simple addition.

- a. Double Marking

Addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but in others.

For example:

- 1) I have two childrens.
- 2) These are two mouses in front of the door.

In the utterance 1) plural form of childrens is children without s at the end of the word. It should be "I have two children"

In utterance 2) the plural form of mouses is mouse without s at the end of the word. It should be "there are two mouse in front of the door."

- b. Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker.

For example:

- 1) Mans : men (plural from man)
- 2) Childs : children (plural from child)

The example above is regularization errors, in which the regular plural noun and tense markers respectively have been added to items that do not take markers.

c. Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

Utterance.

For example:

- 1) Sonny eats an apples.
- 2) I have a cars.

In the utterance 1). The sentence sonny eats an aples is an incorrect sentence because add with word s. The correct sentence is sonny eat an apple. And in the utterance the 2) the sentence I have a cars is an incorrect sentence because add with word s. The correct sentence is "I have a car".

3. Misformation

Misformation errors are characterized by the use of unacceptable forms of the morpheme or structure. There are three subtypes of misformation errors, regularization error, archi-form, and alternating form.

1) Regularization Errors

Regularization errors are errors in which regular forms are used in place of irregular ones. For example, the noun sheeps is also sheep in plural, not sheeps. Whenever there are both regular and irregular forms and construction in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization.

2) Archi-Forms

The selection of marker of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-form. The

following examples are dealing with the use of demonstrative adjectives this, that, these, and those.

For example:

- a) That tables it is shold be “those tables”
- b) Thise studets. It shold be “these students”
- c) These book. It shold be “these books”
- d) Those table. It shold be “this table”

This type of misformation error has been called archi-form. That should be followed by singular form, while these or those should be followed by the plural.

3) Alternating Form

The use of alternating forms often gives way to the fairly free alternation of various members of a class with each other. This error is marked with an error in the proper selection of words. This error occurs when the second language learner is at the level of vocabulary and grammar grows (beginner stage). For example, put the subject “I” on the position of the object that should be replaced with “me” in this research, this error did not exist in utterance.

- 4. Misordering errors are characterized by the incorrect placement of a morpheme of a group of morphemes in an utterance. Misodering errors occur systematically for both L2 and L1 learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions. In this type of error, there is no error in the singular in plural noun wold be exist in the utterance.



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