

**AN ANALYSIS OF STUDENTS' ERRORS IN USING  
SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT  
THE FIRST SEMESTER OF THE EIGHTH GRADE OF  
SMP N 1 ADILUWIH PRINGSEWU IN THE ACADEMIC YEAR  
OF 2017/2018  
(A THESIS)**

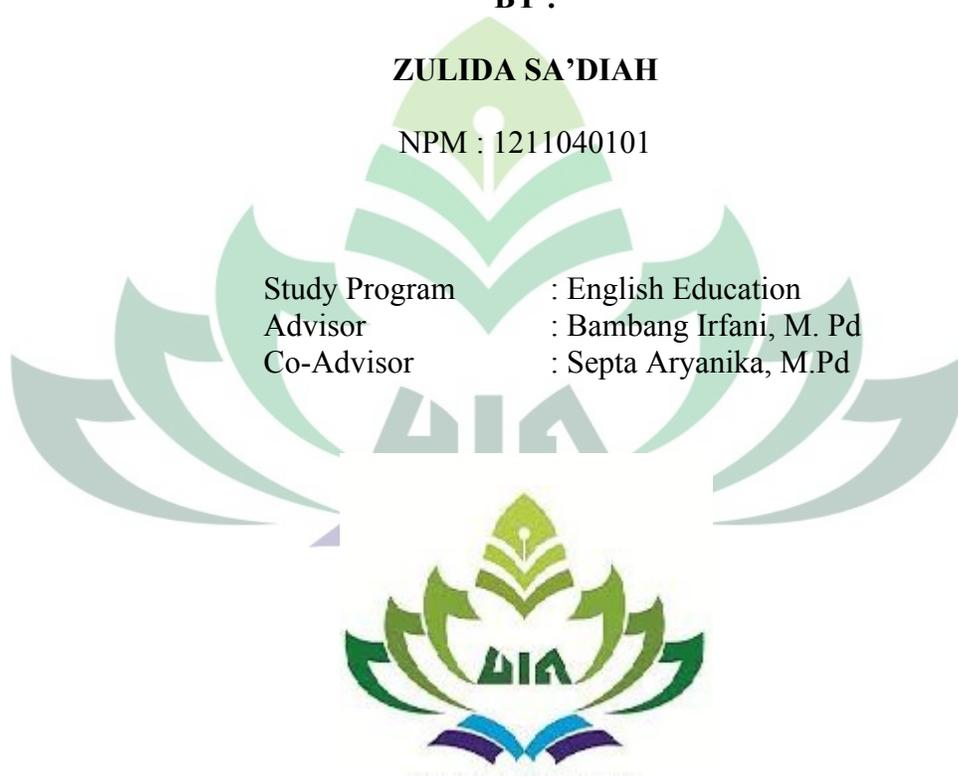
**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

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2017**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' ERRORS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 ADILUWIH PRINGSEWU IN THE ACADEMIC YEAR 2017/2018**

**By**

**Zulida Sa'diah**

The students of SMP N 1 Adiluwih Pringsewu are supposed to be able to use simple past tense. However, most of students still faced difficulties to understand and to use them appropriately in writing recount text. Therefore, this research was intended to analyze the student error based on surface strategy taxonomy in writing recount text by using simple past tense.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were the first semester of students SMP N 1 Adiluwih Pringsewu, while as the sample is class VIII A. In collecting the data, the researcher used writing task.

The finding of the research shows four types of error made by students in using Simple Past Tense in writing recount text based on Surface Strategy Taxonomy, they were Omission, Addition, Mis-formation and Mis-ordering. Then, the highest frequency of errors made by students based on surface strategy taxonomy is misformation with the percentage is 33%, followed by addition with the percentage is 30.69% and omission with the percentage is 25.74% and the last is mis-ordering with 10.56%.

***Keyword: Analysis, Error, Writing, Recout Text, And Simple Past Tense.***



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A thesis entitled: **AN ANALYSIS OF STUDENTS' ERRORS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 1 ADILUWIH PRINGSEWU IN THE ACADEMIC YEAR OF 2017/2018,**  
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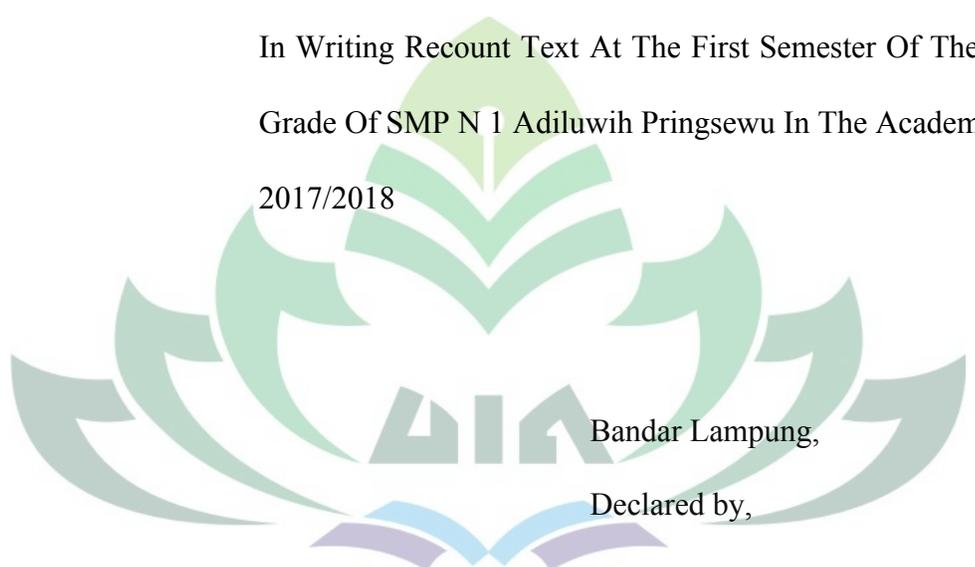
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## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents; Mr. Dasipo and Mrs. Luluk Imaroh who always prayed and supported for my success and advise me wisely.
2. My little brother; Brilian Hikam who has motivated and always prayed for me.
3. My almamater, UIN Raden Intan Bandar Lampung.



## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ

*"Verily never will Allah change the condition of a people until they change what is in themselves." (QS. Ar-Ra'd/13:11)<sup>1</sup>*



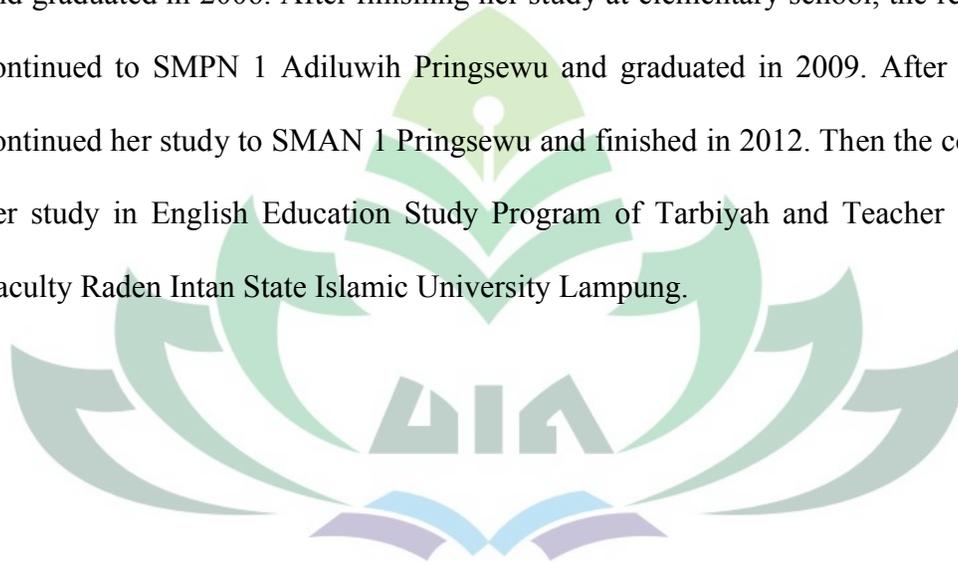
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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rad: 11, p.461.

## **CURRICULUM VITAE**

The reasearcher's name Zulida Sa'diah. She was born in Srikaton, Adiluwih on July 7, 1995. She is the first child from Mr. Dasipo and Mrs. Luluk Imaroh. She has a brother; Brilian Hikam.

The researcher started her formal study in elementary school of SDN 04 Adiluwih, and graduated in 2006. After finishing her study at elementary school, the researcher continued to SMPN 1 Adiluwih Pringsewu and graduated in 2009. After that, the continued her study to SMAN 1 Pringsewu and finished in 2012. Then the continued her study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



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Bismillahirrohmanirrohim,

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Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “AN ANALYSIS OF STUDENTS’ ERRORS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT THE FIRST SEMESTER AT SMP N 1 ADILUWIH PRINGSEWU IN THE ACADEMIC YEAR 2017/2018” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

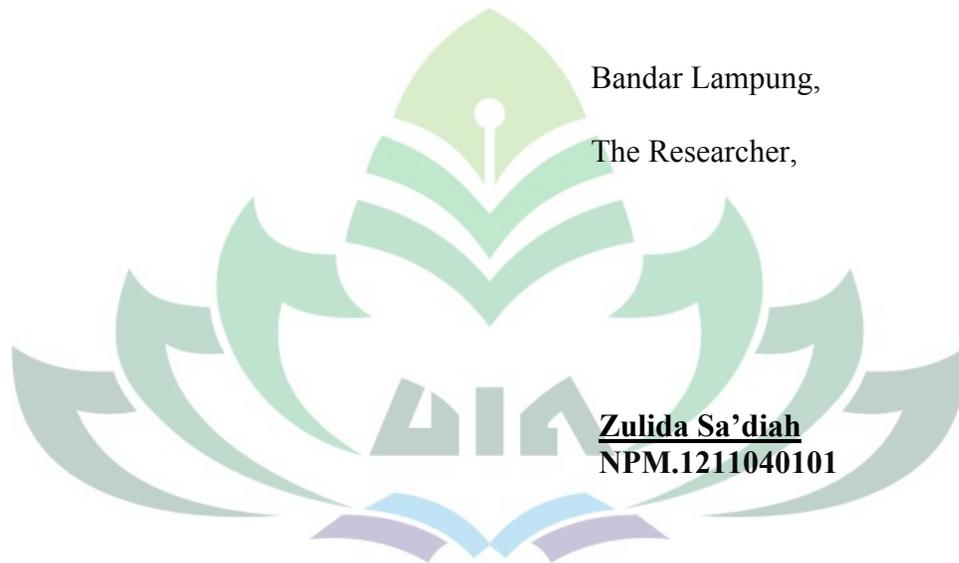
1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.



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# CHAPTER I

## INTRODUCTION

### A. Background of Problem

Language is a communication tool for transferring information, ideas and feelings from one person to the other both in written and oral form. Besides using for personal communication, language is the main tool is an irreplaceable aspect in communication. According to Siahaan that the language is a set rules, which is used as a tool of communication. It is used to communicate ideas, feelings, and negotiating with others.<sup>1</sup> It means that language is very important in human life; language cannot be separated from human because they use it as the way of their communication.

Allah SWT, in holy Qur'an said about good communication in surah An Nisa/4:63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا (٦٣)

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word”. (An Nisa/4:63)<sup>2</sup>

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and précising talking, clear interoperating, and able to inform the message well. Besides that, by domain it touched, it can be called as effective speaking.

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<sup>1</sup> Sanggam siahaan, *Issue In Linguistic*, (Yogyakarta: Graha Ilmu Press,2008), p.185.

<sup>2</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

When people interact with others in society at anytime and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others. Besides using for personal communication, English is also used as international language such as for international trade, travel, business, education, etc. It is supported by Harmer who says:

“English is a language used widely for communication between people who do not share the same first (or even second) language. English is also, of course, a mother tongue for many people in the world, through as we shall see, such ‘native speakers’ are increasingly out-numbered by people who have English as a second or third language and use it for international communication.”<sup>3</sup>

Therefore, English is an important language that must be mastered by the people who want to communicate with another people from different countries. It as an international language has been taught in almost all countries in the world.

Many people learn English as a second language or a foreign language. This attention is due to the role of English as a means of global communication which can be used in various parts of the world such as in business, travel, technology, tourism, culture and science.

In Indonesia, English is one of the important subjects. Ramelan stated that “English has been taught in our country as the first foreign language since the proclamation in Indonesia on the 17<sup>th</sup> August 1945.”<sup>4</sup> Until now, English has been taught in all

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<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching*, fourth ed, (Cambridge: Pearson Longman, 2007).p. 13

<sup>4</sup>Ramelan in Riana Eka Budiastuti, *The Use of Cue Cards In Teaching Spoken Descriptive Text* (The Case of Eighth Year Students of SMPN 13 Semarang Academic Year 2006/2007),

school from elementary school to university level. Moreover, there are parents who want their children to learn English from kindergarten. It means that students have multiple year opportunities to learn English language and expected to master it. However, it is still difficult for them to get the best score in English subjects. Many of them failed to graduate this subject because of their mark of English of national final examination does not fulfill the requirement in at the passing grade score.

Learning a foreign language like English requires compulsory skills that students must learn. In Indonesia, the government has set curriculum to be used by the whole school. It is called Curriculum 2013. Why use curriculum 2013? Because at this school students must be active in study so, the curriculum of English in Indonesia schools should focus on the development of four language skills; they are listening, speaking, reading and writing.<sup>5</sup>

Writing as a part of the language skills besides listening, speaking, and reading, must be taught maximally by the teacher to the students. Writing skill is a language skill that is not used directly, not face to face with others. Writing is a complex process. There are many aspects should be considered in writing, not only the grammatical and theoretical devices but also the content and context. According to Harris there

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(Semarang: English Department of Faculty of Language and Art of Semarang States University, 2007).p.2

<sup>5</sup> Paparan Mendikbud pada Workshop Pers ([http://paskubruk.kemendikbud.go.id/download/viewing/\\_Dokumen\\_Bahan\\_kebijakan\\_kur\\_2013/Paparan\\_Mendikbud\\_pada\\_Workshop\\_Pers.pdf/](http://paskubruk.kemendikbud.go.id/download/viewing/_Dokumen_Bahan_kebijakan_kur_2013/Paparan_Mendikbud_pada_Workshop_Pers.pdf/))

are five general components of writing, they are: content, form, grammar, style and mechanic.<sup>6</sup>

Learning how to write in English is important for many language learners. In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in junior high school. Junior high school students are introduced to Genre or Text Types in learning English as the means of communication and information. Students in junior high school are expected to be able to express meaning in simple transactional and interpersonal written texts in the forms of recounts, narrative, procedure, descriptive, and report in daily life contexts.<sup>7</sup>

Recount text is the form of text that aims at retells some events in previous times; the sentences are usually organized according to time order or chronological order.<sup>8</sup> Many students find difficulties in learning recount paragraph. Students are still confused how to write recount paragraph. One of the difficulties which are faced by students in learning recount paragraph is lack of knowledge of the structure and grammar. Nevertheless, they usually face difficulty in English grammar that is in arranging words into correct utterances or sentences. Furthermore, grammar is one of the most important parts of English to communicate with others. When we communicate, both in written and spoken ways with other people, we should not only have a good vocabulary but also correct grammar. Therefore, without grammar, it is

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<sup>6</sup> David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Inc, 1969), p.68-69

<sup>7</sup>Depdiknas 2006 in Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p. 84.

<sup>8</sup> Anderson and Anderson in Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*, (Bandung: Rizqi Press, 2010), p.74

hard for people to understand what we say or write because grammar makes a string of words or utterances meaningful.

There are many rules in grammar that cannot be ignored such as articles, parts of speech, sentence pattern, and tense. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses. Based on preliminary research, the problems that found by the researcher in SMP N 1 Adiluwih Pringsewu is about Simple Past Tense. Because from 112 students of SMP N 1 Adiluwih Pringsewu the researcher took 37 students to be test with Simple Past Tense, and from the test given, there were only 10 students who got the good score. Here is the data in detail.

**Table 1**  
**The Students' Score of Simple Past Tense in Pre- Research at the First Semester of the Eighth Grade of SMPN 1 Adiluwih Pringsewu in the Academic Year of 2016/2017**

No	Score	The Number of the Students	Percentage
1	<70.00	27	68.75%
2	≥70.00	10	31.25%
<b>Total</b>		<b>37</b>	<b>100%</b>

From the data above, it is obvious that almost more 70 % students get difficulty in Simple Past Tense. It means that the Simple Past Tense score should be increased, because in SMP N 1 Adiluwih Pringsewu the criteria of minimum mastery (KKM) is score 70.

The simple past is used to talk about activities or situation that began and ended in the past (e.g., yesterday, last night, two days ago, in 1990). Most simple past verbs are

formed by adding –ed to a verb, as in (a), (c), and (d). Some verbs have irregular past form, as in (b), (e), and (f).<sup>9</sup> For example, Mary *walked* downtown yesterday. I *slept* for eight hours last night.

To make a good composition, the students should be able to master and apply the structure correctly, especially the tenses used. In this case, the tense used is simple past tense. If they cannot do that, of course, error will arise and automatically their writing will cause misunderstanding to the readers, because they cannot receive the message or express their idea well.

Here, the researcher chooses SMP N 1 Adiluwih Pringsewu as the research site to find out the dominant factors that cause the eighth grade students' error using simple past tense. Based on the researcher's observation, this school applies PAIKEM as a learning system. On the basis of PAIKEM (cooperative learning), the students should be active in writing recount text. They should also have an ability to create a variety of texts. Furthermore, according to this learning system, the students should join in the group and they should also respond the text such as procedure, narrative, explanation, descriptive text, and recount text.

In addition, according to the syllabus of the second grade of SMP, the student should be able to respond descriptive and recount text, identify information from descriptive and recount text, read and write both of the texts. However, in this research, the reseracher only observes the recount text. But, if a student makes a mistake, in using

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<sup>9</sup> *Ibid*, p.18

simple past tense, it means that he/she is not competent yet in making his/her text. It makes the reader confused and difficult to understand what the researcher means. Therefore, through recount text, the researcher would like to find out the students' learning problems, and to find students' achievement and difficulties in learning the simple past tense.

Referring to the fact mentioned above, this research is trying to identify and classify the students' error based on the surface strategy taxonomy under the title, An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text at First Semester the Eighth Grade Students of SMPN 1 Adiluwih Pringsewu.

In this research, researcher referring to some research as the previous research about an error analysis in the first in the title "An Analysis of Students' Error in Using Simple Present Tense in Writing Descriptive text at the First Semester of the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2013/2014" and in both of these research are trying to identify and classify the students' error based on the surface strategy taxonomy but in Intan' research focus in students' error in using simple present tense in writing descriptive text and the research showed that The students made 3 kinds of Error with the total number of errors committed by the students is 190 items. The highest errors are misformation with 81 items and the

percentage is 42.63%, followed by omission 55 items and the percentage is 28.94 % and addition 54 items and the percentage is 28.42 %.<sup>10</sup>

The Second is Ryan discussed about An Analysis of students' errors in using prepositions of place in their sentence writing by using surface strategy taxonomy the second year students of SMP PGRI 6 Bandar Lampung made errors in using prepositions of place in their writing. The research showed that the types of error are misformation (46.67 %), addition (40.63 %), misordering (11.75 %), and omission (0.95 %).<sup>11</sup>

Based on discusses of previous study, it can be concluded that there is a significant different of this research for previous ones. The difference lies on topic and skill applied. This research only focuses on An analysis of students' errors in using simple past tense in writing recount text at the first semester of the eighth grade student at SMP N 1 in Adiluwih Pringsewu 2017/2018 whereas previous studies focus on developing and improving writing ability. The researcher considers that simple past tense is one of the most important things related to writing recount text. The researcher had choosen the topic in this research because the researcher assumed that many students had problem in writing English, especially the students in SMP N 1 Adiluwih Pringsewu.

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<sup>10</sup> Intan p. Andila, *An Analysis of Students' Error in Using Simple Present Tense in Writing Descriptive text at the Second Semester of the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2013/2014.* (Lampung:Lampung Press, 2014), p. 5.

<sup>11</sup> Ryan Arando, *An Analysis of students' errors in using prepositions of place in their sentence writing by using surface strategy taxonomy a the second year students of SMP PGRI 6 Bandar Lampung in the Aademic Year of 2011/2012.* .(Lampung:Lampung Press, 2012), p. 6.

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

Based on the background above the researcher identified the problem as follows:

1. The students simple past tense sentence in writing ability is still low.
2. The students recount text in writing ability is still low.
3. The students frequently make errors in writing recount text

## **C. Limitation of the Problem**

In this research, the researcher limited the problem of the research to make it more focused. In SMP, there are many interesting aspect to study, but the researcher only focused on analyzing on students' errors recount writing especially in using simple past tense based of surface strategy taxonomy at the first semester the eighth grade students of SMPN 1 Adiluwih Pringsewu.

## **D. Formulation of the Research**

According to the problems above, researcher formulated the problem as follows:

1. What types of errors are made by SMP students in writing recount text based on surface strategy taxonomy at the first semester the eighth grade students of SMPN 1 Adiluwih Pringsewu?
2. How is the proportion (frequency and percentage) of errors made by students in using simple past tense in writing recount text based on surface strategy

taxonomy at the first semester the eighth grade students of SMPN 1 Adiluwih Pringsewu?

### **E. Objective of the Research**

Based on the problem of the research above, the objectives of this research as follows:

1. To find out and describe the types of errors that are made by the students in making the simple past tense in writing recount text based on surface strategy taxonomy.
2. To know and describe the proportion (frequency and percentage) of errors made by students in using simple past tense in writing recount text based on surface strategy taxonomy.

### **F. Uses of the Research**

This research is expected to have some uses, they are as follows:

1. Theoretically

This research is to give information about student's error in using simple past tense in writing recount text at the first the eighth grade students at SMPN 1 Adiluwih.

## 2. Practically

### a. For the English teacher

This research will be given contribution to English teacher to find out their student's error in using simple past tense in writing especially in recount text to make any evaluation to the student's errors related to their weaknesses in simple past tense.

### b. For the students

This research helps the students to minimize their weaknesses in simple past tense and to make their English get better.

### c. For the other researchers

The results of this study are expected to be one of resources the other researchers to conduct similar research.

## **G. Scope of the Research**

The scope of the reaseach is as follows:

### 1. Subject of the Research

The subject of this research was the students at SMPN 1 Adiluwih Pringsewu in Academic year 2017/2018.

### 2. Object of the Research

Object of the research was the student's error in using simple past tense in writing recount text.

### 3. Time of the Research

The research was conducted at the first semester of the eighth grade students at SMPN 1 Adiluwih, Pringsewu.

### 4. Place of the Research

The research was conducted at SMPN 1 Adiluwih Pringsewu.



## **CHAPTER II**

### **FRAME OF THEORY**

#### **A. Concept of Teaching English as a Foreign Language**

English as an international language has a big influence in Indonesia. By this language, people can speak and write to communicate each other all over the world. Therefore, English is a tool used for international communication. In the teaching English, teachers have to teach the four skills, they are listening, speaking, reading and writing.

As the foreign language in Indonesia, English is taught from elementary school until university. It means that the students who learn English as a foreign language have limited time to use their real life situation. Most of Indonesian people only learn English in the classroom and they do not use it for communication. On the contrary to those facts, English is used as the second language in Malaysia. Therefore, English is used not only in the classroom but also in their daily formal communication. It means that English is taught not only in school by English teacher but also at home by each parent.

In teaching English as a foreign language, teachers should have good preparation and technique in giving the material to the students. Brown states that, teaching is

showing or helping someone to learn how to do something, giving instruction in the study something, providing with language, and causing to know or understand.<sup>1</sup>

According to Setiyadi, there are techniques, methods or even approaches to get English easier to be learnt.<sup>2</sup> The teacher is not just teaching the students but should have good interaction to make the English teaching learning to be successful between the teacher and their student. The teacher should be friendly in giving instruction to their students. It makes the students have change to share, not only that the teacher known how longs their students' achievement. Harmer added that when the teacher give instruction, it is important for them to check that the students have understood what they are being asked to do. This can be achieving either by asking a student to explain the activity after the teacher has given the instruction.<sup>3</sup>

Therefore the teacher has to be able to deliver the material clearly. The teacher also has to use appropriate techniques in teaching, so the students enjoy studying whether in the classroom or in the outside the class. The teaching learning process will run well and the students get many opportunities to learn and improve their knowledge about English.

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<sup>1</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey:Prentice Hall Regents, 1994), p.7.

<sup>2</sup> Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta:Graha Ilmu, 2006),p.7.

<sup>3</sup> Jeremy Harmer, *How to Teach Writing*, (New York:Longman,1998), p.11.

## B. Concept of Error and Mistake

Brown states that a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly, while an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language of the learners.<sup>4</sup> Corder in Richard says that:

“The error of performance will characteristically be unsystematic and the error of competence systematic. As Miller adds that it would be useful therefore hereafter to refer to errors of performance as mistake reserving the term to refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date.”<sup>5</sup>

Error and mistake theoretically are two different phenomena. An error is caused by the lack of knowledge of the language rules, while mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factor. So the different between error and mistake is that error is ungrammatical utterance which refers to language competence, and mistake is imperfectness of utterance which refers to language performance.<sup>6</sup> Meanwhile, according to Dullay et.al, the distinction between performance error (mistake) and competence error (error) is extremely important, but it is difficult to be determined without careful analysis. So that, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or caused of the deviation might be. In conclusion,

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<sup>4</sup> H.D. Brown, *Loc,Cit*, p.257

<sup>5</sup> J.C. Richard, *Error Analysis Perspective on Second Language Acquisition*, (London: Longman Group, 1974) p.25

<sup>6</sup> Heidy Dulay, Marina Burt, and Stephen Krashen. *Language Two*, (New York: Oxford University Press, 1982), p. 139

error is any deviation that is made by students in doing the communication by writing or speaking. Errors in this research are the student's errors in using simple past tense in writing recount text.

### **C. Concept of Error Analysis**

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Moreover, Richard says that studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error type distracts most from a learner's ability to communicate effectively".<sup>7</sup> This errors and that case should support the teacher of foreign language to realize that errors made by the learner in the process of constructing a new system of language need to be analyzed carefully.

The study of errors is called error analysis. This fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of learners' error called error of the target language learning. However, Ellis in Tarigan states that language error analysis is a procedure used by researchers and teachers, which includes sample collection language learners, the introduction of errors contained in the sample, the

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<sup>7</sup> *Ibid*,p.138

description of errors, the classification based on the causes that have been hypothesized, as well as evaluating its seriousness.<sup>8</sup>

Brown states that the concept of error analysis is the fact that the learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of the learners' error.<sup>9</sup>

Based on the statement above, it can be stated that error analysis is the technique for identifying and describing errors systematically made by students. The technique for identifying means to check just how many students actually makes a particular error and how many used that language item correctly. To find the error made by the students, at the first time, the teacher should know the true rule or system where they used, then collect the data, account it by identifying, classifying and ranking them. The next step, based on the data, the teacher should show the great solution for mastering it.

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<sup>8</sup> Henry Guntur Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 1982), p.170.

<sup>9</sup> Douglas Brown. *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc, 94), p. 206.

#### **D. Error Analysis Taxonomy**

There are four useful and commonly used taxonomies in analyzing errors made by students, based on descriptive classification of Dulay, et.al.<sup>10</sup>

##### **1. Linguistic Category Taxonomy**

Linguistic category taxonomy classifies errors according to either or both the language components the error aspects. Here, language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary)

##### **2. Surface Strategy Taxonomy**

This category highlights the ways surface structures are altered in systematic and specific ways students error in this type are based on some logic as the result of some type of errors, such as addition, omission, misformation, misordering.<sup>11</sup> In this research focus uses Surface Strategy Taxonomy to analyze errors made by students.

##### **3. Comparative Taxonomy**

The classification of errors in a comparative is based on comparing the structure of the second language errors and certain other types of constructions. These comparisons have yielded major error categories in this taxonomy; they are developmental errors and intralingua errors.

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<sup>10</sup> Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p.146

<sup>11</sup> *Ibid*, p. 146

#### 4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those do not. This taxonomy classifies errors in two types, global and local errors.

Generally, the taxonomy has its own unique feature and way of classification. But the researcher analyzed the error only based on Surface Strategy Taxonomy. This taxonomy becomes focus since Dullay et.al says that it highlight the surface structures are altered, student may omit necessary items or add unnecessary ones, they may misform or misorder them.<sup>12</sup> In the words, they also focus on aspects on the error themselves and emphasized on analyzing the ways surface are changed.

#### E. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.<sup>13</sup> Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

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<sup>12</sup> *Ibid*, p. 150

<sup>13</sup> *Ibid*,

## 1. Omission

According to Dulay et.al, Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.<sup>14</sup> Meanwhile, according to Carl “ommission is ungrammatical”.<sup>15</sup> That statement can be implied that omission error happened in missing particular morpheme or word in well-form of the sentence. For example:

- ✓ I not study English last night. (incorrect)
- ✓ I did not study English last night (correct)

## 2. Addition

Addition errors are the opposite of omission errors. Dulay et.al states that addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L<sub>2</sub> acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.<sup>16</sup> This infers that addition error happened in presenting item of the morpheme or word that must not be present in well form of the sentence.

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<sup>14</sup> *Ibid.* p. 154

<sup>15</sup> Carl James, *Error in Language Learning and Use: Exploring Error Analysis*, (New York, Longman: 1998), p.106.

<sup>16</sup> *Ibid.* p. 156

According to Dulay et.al There are three terms of addition as the following: double marking, regularization, and simple addition.<sup>17</sup>

a. Double Marking

An error in which a concept is expressed twice when the language requires its expression only once. Dulay et.al states addition Errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions.<sup>18</sup> Meanwhile, according to Carl, addition in double marking is an English sentence having two negators or two tense markers instead of one. For example:

✓ We *didn't went* there. (incorrect)

✓ We didn't go there. (correct)

b. Regularization

An item, which requires special rules, is indicated by the application of a regular rule or an error. According to Dulay et.al a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. For example, the verb *eat* doesn't become *eated*, but *ate*.<sup>19</sup> Meanwhile, according to Carl regularization, which involves overlooking exception and spreading rulesto domain where they do not apply, for example producing the regular *buyed* for *bought*.<sup>20</sup>

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<sup>17</sup> *Ibid.*, Dulay et.al

<sup>18</sup> *Ibid.* Dulay et.al

<sup>19</sup> *Ibid.* p. 157.

<sup>20</sup> *Ibid.*, Carl James, p. 107.

### c. Simple Addition

Simple addition error is an error that does not belong to double marking. According to Dulay et.al addition error is not a double marking nor regularizations, it is called a simple addition.<sup>21</sup> For example, “On over here/ in over here” The preposition *in* and *on* are never used while saying over here. For example in past tense (irregular), “ the train is gonna *broke* it.”

## 3. Misformation

According to Dulay et.al, Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is no supplied at all, in misformation errors the learner supplies something, although it is incorrect.<sup>22</sup> In conclusion, Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of malformation error: Regularization errors, archie – form, alternating forms.

### a. Regularization Error

Regularization Error is an item in which a regular marker is used in an irregular one. Dulay et.al states Regularization errors that fall under the misformation category are those in which a regular marker is used in place of

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<sup>21</sup> *Ibid.* p. 158.

<sup>22</sup> *Ibid.* p. 158

an irregular one, as in *runned* for *run* or *gooses* for *geese*.<sup>23</sup> Carl states regularization as a subtype of overinclusion.<sup>24</sup>

b. Archie – Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition<sup>25</sup>. For example: *This Cars* for *these cars* and *This* instead of *these*. For example in past tense, “she *suggested* him to go.” This is clearly misselection of a special kind, what Levenston in Carl book archie form referred to as overrepresentation.<sup>26</sup>

c. Alternating Forms

In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him to which one to use. According to Dulay et.al as the learner’s vocabulary and grammar grow, the use of archi-form often gives away to the apparently. Fairly free alternation of various members of a class with each other. For example: “They have gave it *and* I seen her yesterday” *Gave* instead of *given* and *seen* instead of *saw*. For example in past tense, “He would have saw them.” Meanwhile, according to Carl ‘alternating form’ is therefore not disarate type of error, since a relationship between he deviant

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<sup>23</sup> *Ibid.*, Dulay et.al p. 159.

<sup>24</sup> *Ibid.*, Carl James, p.108.

<sup>25</sup> *Ibid.*, Dulay et.al p. 160.

<sup>26</sup> *Loc, Cit.*, Carl James, p.108.

and the targeted form can be adequately described in terms of the other categories.<sup>27</sup>

#### 4. Misordering

The fourth type of error based on Surface Strategy Taxonomy is Misordering errors. Dulay et al. states that misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>28</sup> Meanwhile, according to Carl in English classes seem to be especially sensitive to misordering, for instance adverbial, interrogatives, and adjectives.<sup>29</sup> So, misordering error appears when the learners misplace the word, morpheme or group of morphemes in the sentence.

For example:

- a. Yesterday, she at was home. (incorrect)
- b. Yesterday, she was at home. (correct)

Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that the learner's errors are based on logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.

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<sup>27</sup> *Ibid.*, Carl James, p.110.

<sup>28</sup> *Ibid.*, p. 162

<sup>29</sup> *Loc. Cit.*, Carl James, p.110.

## F. Concept of Grammar

Grammar is sometimes defined as 'the way words are put together to make correct sentences'. This is, as we shall see presently, an over-simplification, but it is a good starting-point and an easy way to explain the term to young learners.<sup>30</sup> Grammar is a process for making a speaker's or researcher's meaning clear when contextual information is lacking.<sup>31</sup> The grammar makes and helps the students to know the meaning of certain message in a language. It means with good grammar the people can understand about the information meaning of material. Grammar is very important tool to develop the order of language and grammar can make and help the speaker of the language to understand the meaning of phrases or sentence in language.

## G. Concept of Tenses

In English, Tense is very important matter, because all occurrence, event, or action, which is in a sentence must as according to time of happening. Some people who learn English feel difficulty in comprehending and getting real correct congeniality about tenses. Tense is a grammatical category, typically marked on the verb that

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<sup>30</sup> Penny Ur. *A Course In Language Teaching*, (New York: Cambridge University Press,1991), p.75.

<sup>31</sup> Harmer, J. and Scott Thornbury *How to Teach Grammar*, (Edinburgh: Pearson Education Limited, Edinburgh Gate, Harlow, England and Associated Companies through the world,1999). p. 4.

refers to the time of the event or state denoted by the verb in relation to some other temporal reference point.<sup>32</sup>

Tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form.<sup>33</sup> There are four kinds of tenses by “Four Fundamental of Tenses” they are: present tense, past tense, future tense, and past future tense. In this research, the researcher focus to analyze Simple Past Tense, so here the meaning, the formula and the function from the tenses.

## H. Concept of Simple Past Tense

### 1. Definition

The *Simple Past* is used for past actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add **-ed** to the base form, or **-d** if the verbs ends with **-e**. Irregular verbs can change in many different ways. The verb form is the same for all persons.<sup>34</sup> Uchiyama states “The simple past tense usually means that this action ended in the past. Simple past can be used for most past actions; we can use it for actions that happened quickly, actions that happened over time, or actions that were

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<sup>32</sup> Rachmat. *Definition of Tenses*. Available: [http://www .sil.org/ linguistics/Glossary Of LinguisticTerms/WhatIsTense.htm](http://www.sil.org/linguistics/Glossary%20Of%20LinguisticTerms/WhatIsTense.htm) 02 January 2012.

<sup>33</sup> George E. Wishon Julia M. Burks, *Let's Write English, Revised Edition*, (New Jersey: Litton Educational Publishing, 1980), p.192

<sup>34</sup> <http://www.usingenglish.com/glossary/simple-past.html>, 9.45 P.M.

habits in the past.”<sup>35</sup> The simple past indicates that an activity or situation *began and ended at a particular time in the past*.

## 2. The Formula of Simple Past Tense

### a. Verbal Sentence

The Simple Formulation of Simple Past Tense <sup>36</sup>

+ ) S + V <sub>II</sub> (past tense)
- ) S + Did + not + V <sub>I</sub> (be)
? ) Did + S + V <sub>I</sub> (be)

The simple formulation of simple past tense <sup>37</sup>

+ ) S + V <sub>II</sub> (past tense)
--------------------------------------

Examples:

- ✓ I *studied* Matrix this morning.
- ✓ They *worked* very hard last week.
- ✓ She *spoke* to her boyfriend yesterday.
- ✓ They *ran* last month.
- ✓ Bill *arrived* here three days ago.
- ✓ I *walked* to school yesterday.
- ✓ John *lived* in Paris for ten years, but now he lives in Rome.

<sup>35</sup> Kent Uchiyama, *English Verb Tenses: An informal but Extensive Reference the good folks who teach them, the idly curious, and the linguistically perplexed, Article*, copyright 2016, [kuchiyama@chabotcollege.edu](mailto:kuchiyama@chabotcollege.edu).

<sup>36</sup> Kasimini Mien and Siwi Kadarmo, *Pocket Book Grammar*, (Jakarta: C Media, 2016), p. 32.

<sup>37</sup> *Ibid.* p. 25.

- ✓ I *bought* a new car three days ago.

### a.2 Negative Sentences

The simple formulation of simple past tense <sup>38</sup>

- ) S + Did + not + V <sub>I</sub> (be)
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Example:

- ✓ I *did not study* Matrix this morning.
- ✓ They *did not work* very hard last week.
- ✓ She *did not speak* to her boyfriend yesterday.
- ✓ They *did not run* last month.
- ✓ Bill *did not arrive* here three days ago.
- ✓ I *did not walk* to school yesterday.
- ✓ John *did not live* in Paris for ten years, but now he lives in Rome.
- ✓ I *did not buy* a new car three days ago.

### a.3 Interrogative sentences

The simple formulation of simple past tense <sup>39</sup>

Did + S + V <sub>I</sub> (be)
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Example:

- ✓ *Did* you study Matrix this morning?

<sup>38</sup> Kasimini, *Loc.Cit.* p. 32.

<sup>39</sup> *Ibid.* p. 32.

- ✓ *Did* They work very hard last week?
- ✓ *Did* She speak to her boyfriend yesterday?
- ✓ *Did* They run last month?
- ✓ *Did* Bill arrive here three days ago?
- ✓ *Did* I walk to school yesterday?
- ✓ *Did* John live in Paris for ten years, but now he lives in Rome?
- ✓ *Did* I buy a new car three days ago?

#### b. Nominal Sentences

The simple Formulation of Simple past tense<sup>40</sup>:

- + ) S + Be (Was/Ware)
- ) S + Be (Was/Ware) + not + V<sub>bi</sub>
- ? ) To Be (Was/Ware) + S?

#### b.1 Positive Sentences

Simple past tense: the use of To Be “Was and Were” to express past fact or condition.<sup>41</sup>

Subject	To Be
I	
He	
She	
It	

<sup>40</sup> *Ibid.*

<sup>41</sup> Idham Kholid and Bambang Irfani, *Lets Study English: Starting Point For Learning English More*, (Lampung: 2012, State Institute Of Islamic Studies Raden Intan Lampung), p. 23.

You	Were
They	
We	

Example:

- ✓ I *was* a baby twenty years ago.
- ✓ Last night, she *was* so tired.
- ✓ You *were* so angry yesterday.
- ✓ He *was* at home last week.
- ✓ They *were* just bought a new bicycle.
- ✓ We *were* study English two days ago.
- ✓ It *was* hot.

## b.2 Negative Sentences

Simple past tense: the use of To Be “Was and Were” to express past fact or condition.<sup>42</sup>

Subject	To Be
I	
He	
She	
It	
You	
They	
We	

Example:

- ✓ I *wasnot* a baby twenty years ago.

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<sup>42</sup> *Ibid.*

- ✓ Last night, she *wasnot* so tired.
- ✓ You *werenot* so angry yesterday.
- ✓ He *wasnot* at home last week.
- ✓ They *werenot* just bought a new bicycle.
- ✓ We *werenot* study english two days ago.
- ✓ It *wasnot* hot.

### b.3 Interrogative Sentences

Simple past tense: the use of To Be “Was and Were” to express past fact or condition.<sup>43</sup>

To Be	Subject	To Be	Subject
	I		I
	He		He
	She		She
	It		It
	You		You
	They		They
	We		We

Example:

- ✓ *Was* I a baby twenty years ago?
- ✓ Last night, *was* she so tired?
- ✓ Why *Were* you so angry yesterday?
- ✓ *Was* he at home last week?
- ✓ *Were* they just bought a new bicycle?

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<sup>43</sup> *Ibid.*

- ✓ *Were* we study english two days ago?
- ✓ What *Was* it rainy last night?

### 3. Time Signals that are Generally Used in Simple Past Tense

According to Frank the past tense indicate definite time terminating in the past, whether a time word is given or not.<sup>44</sup> Frank add to past tense represent definite past. Definite past as yesterday, last year, two weeks ago.<sup>45</sup> Kholid and Irfani states “time signals: yesterday, last night, last week, last month, last year, two days ago, a week ago, three months ago, five years ago, etc.”<sup>46</sup> Simple past tense adverb of time they are; Last night, two days ago, yesterday, yesterday morning, once upon a time, long time ago, the other day, just now, formerly, in 1978, the day before yesterday etc. This adverb of time more placed or used in front of or in the end of sentence.

#### I. Concept of Writing

Writing is making hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. Writing has to be able in using written language to give an idea or message. Supported by Siahaan, “The written productive language skill is called writing. It is the skill of researcher to communicate

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<sup>44</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey: Prentice Hall, INC., Englewood cliffs, 1972), p.73.

<sup>45</sup> Marcella Frank, *Modern English: Exercises For Non-Native Speakers, Part 1 Part Of Speech*, (New Jersey: Prentice Hall, INC., Englewood cliffs, 1972), p. 49.

<sup>46</sup> *Loc.Cit.*, Idham kholid and Bambang Irfani, p. 23.

information to a reader or group of reader”.<sup>47</sup> It means that writing is a one way to send information to the readers.

According to Byrne writing can be said to be the act of forming these symbol making marks on a flat surface of some kind. However, writing is clearly much more than the production of graphic symbol, just as speech is more than the production of sound. The symbols have to be arranged; according to convention to form word, and word have to arrange to form sentences.<sup>48</sup>

It means that writing is not about produce the words but also the symbols that have to be arranged well. Harmer states that writing should be done with understanding from the past in order to inform and express what happened. It should be well-organized in order to be understandable for readers.<sup>49</sup> A good writing can deliver information for the reader, so that it should be well-organized and easy to understand for the reader. According statements above, the researcher concludes that writing is a written form, not only the symbols have to be arranged but also have information for readers.

Allah SWT, in holy Qur’an said about writing in surah Al-Qolam/68:1;

بِ الْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and by the (record) which (men) write.” (Qs. Al-qolam : 1).<sup>50</sup>

This verse told about how to learning with writing. According to Kashf al-Zhunun that Allah has granted the privilege to man by granting him the versatility of reading

<sup>47</sup>Siahaan Sanggam, *The English Paragraph*, (Yogyakarta : Graha Ilmu, 2008), p.2

<sup>48</sup>Donn, Byrne, *Teaching Writing Skill*. (London : Longman group ltd, 1988), p.1.

<sup>49</sup>Harmer J, *Practice of English Language Teaching*, (London : Longman, 2001), p.3.

<sup>50</sup> *Al-Qur’an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

and writing as mentioned in the Qur'an surah Al-Qalam verse 1.<sup>51</sup> Because of this writing ability, the human glories of other beings become more real. According to Abdullah ibn Abbas, writing is the tongue of the hand (*lisan al-yad*).<sup>52</sup> By writing, humans are distinguished from animals. Here, the writing of one level is superior to the speech-Fluently phrase. The reason is that the speak can only be accessed and heard by an audience present in an event, while the information in writing allows it to be accessed by both present and distant people.

Writing is not easy because it takes study and practice to develop this skill. There are four processes in writing, such as planning, drafting, editing, and final version.<sup>53</sup> The points of stages above are:

1. Planning

Experienced researcher plans what he/she is going to write. Thinking about several main issues.

2. Drafting

First version of a piece of writing. Drafting is the stage where the researcher focused on the fluency of writing and not worries yet about grammar, punctuation, or spelling. The researcher just write down information on the paper.

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<sup>51</sup> Kashf al-Zhunun, *Al Zhunun Juz 4 Trans*, (Semarang: PT. Karya Toha Putra, 1986).

<sup>52</sup> Hamzah, *Sejarah Peradaban Islam*, (Jakarta: Erlangga, 2006), p.28.

<sup>53</sup> Harmer Jeremy, *How to Teach Writing*, (London : Longman, 2004), p.4-5

### 3. Editing

Read the written to find the error ambiguous or confusing sentence.

### 4. Final Version

The written text is ready to publication. The processes above provide the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the processes of writing are important to produce a good writing.

## J. Types of Writing Text

Students of Secondary School need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. In order to understand each of the type of writing texts easily, the explanation is drawn up into a table as follows:

**Table 2**  
**Types of writing texts<sup>54</sup>**

<b>Text Type</b>	<b>Example of Text</b>	<b>Explanation</b>
Narrative text	<p><b>1) Orientation</b> Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the Housework.</p> <p><b>2) Complication</b> One day an invitation to the</p>	Narrative text is text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.

<sup>54</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: MacMillan education Australia PTY LTD, 2003), p. 3-5.

	<p>ball came to the family. Her stepsister didn't let her go, so Cinderella was very sad. The stepsister went to the ball without her.</p> <p><b>3) Resolution</b> Fortunately, the fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her.</p> <p><b>4) Coda</b> They lived happily ever after.</p>	
Recount	<p style="text-align: center;"><u>Earthquake</u></p> <p><b>1) Orientation</b> I was driving along the coast when the car suddenly lunched to one side.</p> <p><b>2) Sequence of Events</b> At first I thought a tire had gone but then I saw telegraph poles collapsing like matchsticks. The rocks came tumbling across the road and I had to abandon the car.</p> <p><b>3) Reorientation</b> When I got back to town, well, as I said, there wasn't much left.</p>	<p>Recount text is a piece of text that retells past events, usually in the order in which they happened.</p> <p>The purpose is to give the audience a description of what occurred and when it occurred.</p>
Procedure	<p style="text-align: center;"><u>How to Make Jelly</u></p> <p><b>1) Goal</b> Jelly can be very simply by following these directions.</p> <p><b>2) Materials</b> You will need one packet of jelly crystals, a 500 ml jug, 250 ml boiling water, 200 ml of cold water, a bowl.</p> <p><b>3) Steps</b> 1. Empty contents of a packet of jelly crystals into the jug. 2. Add boiling water. 3. Stir well until crystals dissolve.</p>	<p>Procedure text is a piece of text that gives instruction for doing something.</p> <p>The purpose is to explain how something can be done.</p>

	<p>4. Add the cold water and stir. 5. Pour mixture into a bowl. 6. Refrigerate until firm.</p>	
Descriptive	<p style="text-align: center;"><u>My Pet</u></p> <p><b>1) Identification</b> I have a pet. It is a dog and I call it Brownie.</p> <p><b>2) Description</b> Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie doesn't like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not like bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.</p>	<p>Descriptive text is a piece of text that describes living things or non-living things.</p> <p>Its purpose is to describe to audience the characteristics of people, things, animals, or places.<sup>55</sup></p>
Report (Information Report)	<p><b>1) General Classification</b> For many years people believed that the cleverest animals after man were the chimpanzees. Now, however there is proof that dolphins may be even cleverer than these big apes.</p> <p><b>2) Description</b> Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, like a human being. Dolphins have a simple language. They are able to talk to another. It may be possible for man to learn how to talk to Dolphins. But this will not be easy because dolphins cannot hear the</p>	<p>An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior qualities.</p> <p>Its purpose is to classify, describe or to present information about a subject.</p>

<sup>55</sup> Pradiyono, *Pasti Bisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif*, (Yogyakarta: C.V. Andi Offset., 2007), p. 33.

	kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language with both he and the dolphins can understand.	
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### **K. Concept of Recount Text**

Based on School-Based Curriculum or *KTSP*, there are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text. The researcher believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Anderson and Anderson "Speaking or writing about past events is called recount."<sup>56</sup> They further explain that, "A recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred."<sup>57</sup>

Furthermore according to Derewianka recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place.

<sup>56</sup> Mark Anderson and Kathy Anderson, *Op.cit.* p. 48

<sup>57</sup> *Ibid*, p. 24.

While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.<sup>58</sup> It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

#### **L. Types of Recount Text**

Derewianka explains that there are five types of recount text, namely:

1. Personal recount is retelling an event that the researcher was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
2. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.
3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

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<sup>58</sup>Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p.14.

4. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
5. A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.<sup>59</sup>

Therefore, researcher intends to restrict those types to be uses in this research in order to ease the research later on. That is personal recount. The consideration why researcher takes that types to be uses in this reasearch is to know students' abiltiy in writing.

a. The Schematic Structure of Recount Text

A recount has a schematic structure that defined by Derewianka in Emi Emilia:<sup>60</sup>

**Table 3**  
**The Schematic Structure of a Recount Text**

Schematic Structure	Functions
Orientation	Orients the readers to the events that follow which introduces character(s) in a setting of time or place (or sometimes both) (Some recounts, introduced to Indonesia students, like those written by the students in this study, has an <i>Opening Salutation (Hi, My name is Karina)</i> )
Record of Events	Give a sequence of events
Reorientation (and sometimes comments)	Returns the reader to the point of departure (and sometimes the researcher also gives comments on the whole sequence of events described). Rounds off the text, normally returning to the protagonists

<sup>59</sup>*Ibid*, p.14.

<sup>60</sup>Derewianka in Emi Emilia, *Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p.87.

to the point when they came.
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#### b. The Language Features of Recount Text

The language features of recount texts are:

1. Use of specific participant: *a younger brother, sister, mother, or the researcher him/herself: I, my brother, my mother.*
2. Use of the past tense: (*Last school holiday I decided to spend my vacation*)
3. Use of temporal and additive conjunction to connect the messages of clauses and help make the text cohesive: *After, when, then, before, during*, or conjunction such as "*first, next, then*";
4. Personal comments (except for factual recount) (*The holiday was cool ...: I was happy because I had a great vacation in Italy*).<sup>61</sup>

#### c. The Example of Recount Text

Below is the example of recount text according to Emi Emilia.<sup>62</sup>

Organization	Text
Title	My Holiday
Orientation	Last holiday, I went to Bali with my family. I went to Bali by bus. We started the journey from Bandung to Bali at 08.00 o'clock.
Event	In Bali, we stayed in my aunt's bungalow. The bungalow is near the pura. Then, we took a recess because we felt so tired. The second day, we went to

<sup>61</sup> *Ibid.*, p.87

<sup>62</sup> *Op.Cit.* Emi Emilia. p.77

	<p>“Tanah Lot”. In Tanah Lot, I touched a snake. At first, I thought the snake was dangerous, but it was not.</p> <p>The next day, I still continued my tour. My family and I went to Sanur Beach. In there we played a canoe. I liked the moment because playing a canoe is very interesting. I also swam in there. After that, my family and I visited the museum which is near the beach. The name of the museum is “Lameyer Museum”. I’ve got a lot of knowledge in there.</p> <p>The next day, my family and I went to Kuta Beach. In the journey to Kuta Beach, I saw the first Bali bom memorial in Kuta Beach. My family and I swam and played sands. We also took a lot of pictures there, and we also saw a sunset moment. It looked so beautiful.</p> <p>The last day in Bali, before we came back to Bandung, we went to Sukowati traditional market. There we bought a lot of souvenirs. The price in Sukowati traditional market was so cheap., and if the price was too high we could bargain.</p>
Re-orientation	After we bought some souvenirs, we came back to Bandung by airplane.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher used a qualitative descriptive research. Bogdan and Taylor in Bambang say that, qualitative research is a research that produces descriptive data in the form of written words or oral from the subject in its behavior that will be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> According to the theory, by this qualitative research the researcher focuses on An Analysis of Students' Errors in Using Simple Past Tense in Writing Recount Text at Eighth Grade of the First Semester of SMP N 1 Adiluwih, Pringsewu academic year 2017/2018.

According to the statement above, type of qualitative research is focus on description with the focus on the description; the researcher could be based on criteria. During the research, the researcher is function as an observer. The researcher observes the students' ability by the regular class teacher.

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<sup>1</sup> Ag. Bambang Setiadi, *Metode Penelitian Bahasa Asing*, (Yogyakarta:Graha ilmu, 2006), p. 219.

## B. Research Subject

In this research, the subject was the eighth grade students of the first semester of SMPN 1 Adiluwih Pringsewu in the Academic Year of 2017/2018. There are three classes which consist of 112 students. In this research, researcher used the data from A class at the second semester. For more detail, it can be seen in the table below:

**Table 2**  
**Number of the Students at the First The Eighth Grade of SMPN 1 Adiluwih Pringsewu in The Academic Year of 2017/2018**

No	Class	Genders		Total
		Male	Female	
1	A	17	20	37
2	B	14	26	40
3	C	14	21	35
<b>Total</b>		<b>43</b>	<b>69</b>	<b>112</b>

*Sources: Documentation of the Students at the First the Eighth Grade of SMPN 1 Adiluwih Pringsewu in The Academic Year of 2017/2018*

From the data above, the researcher took one class as the sample of this research and the data obtained from the students of A class that consists of 37 students as the sample, it is based on the data of students' writing that show the students' writing is lower than other classes.

**Table 3**  
**Score the Students at the First Eighth Grade of SMPN 1 Adiluwih Pringsewu in**  
**The Academic Year of 2017/2018 (Pre-Research)**

No	Class	Point		Total
		< 70	≥ 70	
1	A	14	21	35
2	B	13	27	40
3	C	27	10	37
<b>Total</b>		<b>43</b>	<b>69</b>	<b>112</b>

*Sources: Documentation of the Students at the First The Eighth Grade of SMPN 1 Adiluwih Pringsewu in The Academic Year of 2017/2018*

From the table above, it can be seen that each class have a various average score. The class that has low average score is A class and the class that has high average score are B and C classes. The researcher used A class as a sample of this research because class A has the lowest average score so that is possible for the students to find error in using simple past tense in writing recount text. It is appropriate with purposive sampling technique that has been explained. The sample represents the population because the students in this class have low average score compared to the other class. The researcher used class A as the subject of this research.

### **C. Sampling Technique**

In this research the researcher used purposive sampling technique. Arikunto say that purposive sampling technique is sampling technique which is done because limited time and finding.<sup>2</sup> It means that in this research the researcher choosen the class and make a research in that class.

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta,2002),p.127

Furthermore according to Marguerite *et.al.* Purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who has specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>3</sup> In other words, in this research the researcher used qualitative research to identify the information. Then, to select the sample as the source of data the researcher used purposive sampling technique.

#### **D. Research Procedure**

The procedure of research was used as follows:

1. Determining the subject of the research. In this research, the researcher determined the class which becomes the subject of the research. The subject of this research students at the First The Eighth Grade of SMPN 1 Adiluwih Pringsewu in The Academic Year of 2017/2018.
2. Documenting the data. Essentially documentation method is the method that used to get historical data. As stated by Arikunto, “Documentation is conducting documentation method, the researcher investigates the written material such as book, magazine, documents, regulations, note of meeting, diary, etc.”<sup>4</sup> The researcher used the documentation method to obtain the data. It is used to gain data from the document (the source of information) gradually.

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<sup>3</sup>Marguerite, et.al, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jasey-Bass, 2006), p.152

<sup>4</sup> *Ibid*, p 231.

3. Analyzing the data. The researcher collected all the data which have been documented. From the data collection the researcher analyzed the students' error in using simple past tense in writing recount text.
4. Making the research report. Finally, after analyzing the raw data gathered, the researcher concludes the research finding and reports it.

#### **E. Data Collecting Technique**

In collecting the data about students' error, the researcher used writing task. In writing task, the topic is appropriate by students' daily activity, and then the data analyzed based on Surface Strategy Taxonomy.

#### **F. Research Instrument**

Instrument is a tool or facility that is used by researcher to collect the data in order to get better results.<sup>5</sup> In this reaseach, the reaseacher analyzed the result of students' writing task. The task is about recount text. The students should make a recount text..

The step is follows:

##### **Documentation**

Document is official paper giving information, evidence.<sup>6</sup> To make the data more complete, the researcher took document from the school. In this research the

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<sup>5</sup> *Op,cit*, Arikunto, 2010, p. 192.

<sup>6</sup> Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2011, fourth edition,) p. 1.

researcher used data from the students' writing task. Teacher given the students writing task. After the students finish their writing task, the teacher collected the students' writing tasks, and then the researcher took the students' writing task to analyze the students' error by surface strategy taxonomy. After the researcher analysed students' error in using simple past tense in writing recount text the researcher calculated the percentage of students' errors with the formula.

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

According to Mahmud, validity refers to measurement that shows the relevance instrument.<sup>7</sup> It means that, the measurement of instrument in validity should be relevance .In qualitative research; the researcher has to reveal the data as real life of the subject. This qualitative research used Transferability is applied by the readers of research. Transferability can apply in varying degrees to most types of research. Transferability does not involve broad claims, but invites readers of research to make connections between elements of a study and their own experience.<sup>8</sup> For instance, teachers at the high school level might selectively apply to their own classrooms results from a study demonstrating that heuristic writing exercises help the students in learning.

Transferability focused on the students' writing recount text by using simple past tense that can be seen from the result of students' score. It is appropriate to the

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<sup>7</sup>Mahmud, *Metode Penelitian Pendidikan*, PustakaSetia, Bandung, 2011, p.167

<sup>8</sup> Writing CSU, *Generalizability and Transferability*, Colorado State University on November 9, 2017 at 9:34 PM. <https://writing.colostate.edu/guides/guide.cfm?guideid=65>.

researcher's research design to analyze the students' writing recount text by using simple past tense. Then to check the validity, the researcher tried to arrange the material based on the materials that have been learned by the students and also suited it with their textbooks.

#### H. Data Analysis

In this research, the researcher used one technique; documentation. This research is about analysis of students' errors in sentence writing. The researcher took from the students' work and after that, the researcher analyzed them through the following steps:

- a. Collecting the data based on the writing task result of the students' works.
- b. Checking the students' work, the researcher analyzes what errors that students make.
- c. Identifying the students' works by marking their errors. That consist of: omission, addition, misformation, and misordering.
- d. Counting the total number of errors made by the students.
- e. Counting the percentage of errors for each type, the reaseacher use this formula.

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

P : The Persentation Of Errors

F : The Total Number Of Errors

N : The Total Number Of The Sentences<sup>9</sup>

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<sup>9</sup> ISP, Nation, *Language Teaching Techniques*, (Victoria University of Wellington:1989).

## CHAPTER IV RESULT AND DISCUSSION

### A. Situation of SMP N 1 Adiluwih Pringsewu

SMP Negeri 1 Adiluwih is located on Jalan Parahiyangan No. 1 Kecamatan Adiluwih Pringsewu was set up in 1 Agustus 2004. Learning activity are done in the morning. The classes begin at 07.15 AM in the morning and finish at 12.45 PM.

SMP Negeri 1 Adiluwih has 11 classes room. For teaching and learning activities. For the detail data can be seen as shown at the table V based on the data SMP Negeri 1 Adiluwih in 2017/2018.

**Table VI**  
**The Condition of SMP Negeri 1 Adiluwih**

No	Kinds of room	Number of room
1	Head master	1
2	Teacher room	1
3	Administrative room	1
4	Classes room	11
5	Library	1
6	Laboratory	1
7	Computer room	1
8	Toilet for teacher	2
9	Toilet for students	2
10	OSIS room	1
11	Students shop	3

*Source: The Data of SMP Negeri 1 Adiluwih in 2017.*

## B. Students' Situation

**Table VII**  
**The Students of SMP N 1 Adiluwih Pringsewu**

No.	Class	Gender		Total
		Male	Female	
1	VII. A	8	25	33
2	VII. B	12	23	35
3	VII. C	21	21	42
	Sub total	57	60	117
1	VIII. A	12	23	35
2	VIII. B	14	26	40
3	VIII. C	17	20	37
	Sub total	43	112	112
1	IX. A	8	23	31
2	IX. B	19	13	32
3	IX. C	20	13	33
	Sub total	47	49	96
	<b>Total</b>	<b>187</b>	<b>212</b>	<b>399</b>

*Source: The Data of SMP Negeri 1 Adiluwih in 2017.*

## C. Facilities of SMP N 1 Adiluwih Pringsewu

**Table VIII**  
**The Facilities of SMP N 1 Adiluwih Pringsewu**

No	The Name of Properties	Total
1	Computer	13 unit
2	Cupboard	3
3	Wall magazine	6
4	Teachers' table	13
5	Teachers' chair	13
6	Students' table	210
7	Students' chair	210
8	White board	13

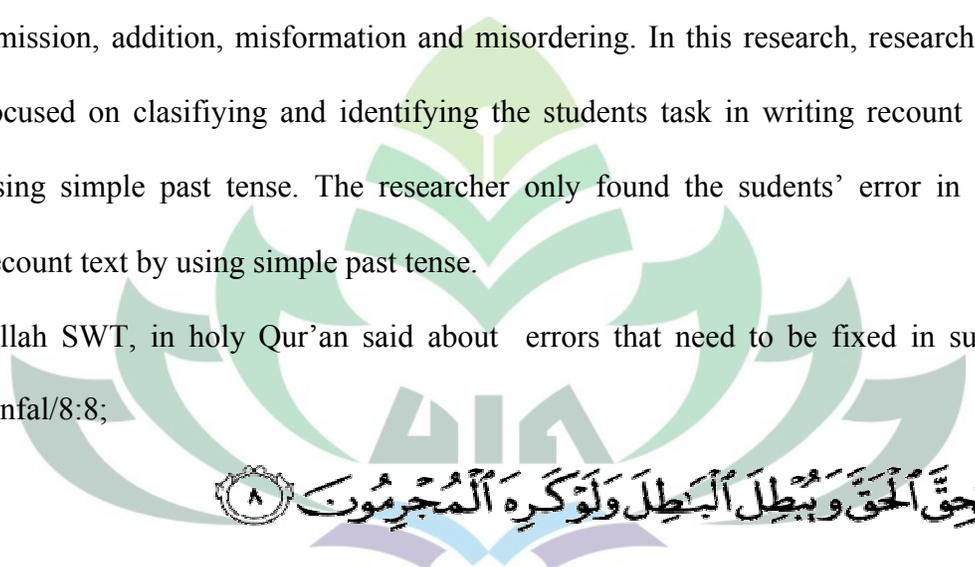
*Source: The Data of SMP Negeri 1 Adiluwih in 2017.*

#### D. Result of the Research

The main instrument of this research was task. The data were gained from the students writing. In collecting data, the researcher asked the result of the second grade students (VIII A) of SMP N 1 Adiluwih Pringsewu writing recount text that had collected by the teacher.

As previously informed that there are four criteria in error analysis there are, omission, addition, misformation and misordering. In this research, researcher only focused on clasifying and identifying the students task in writing recount text by using simple past tense. The researcher only found the sudents' error in writing recount text by using simple past tense.

Allah SWT, in holy Qur'an said about errors that need to be fixed in surah Al-Anfal/8:8;


  
 لِيُحَقِّقَ الْحَقَّ وَيُبْطِلَ الْبَاطِلَ وَلِتُذَكَّرَ الْمُجْرِمُونَ ﴿٨﴾

“That the might justify truth and prove falsehood false, distastesful though it to be those in guilt”. (Qs.Al-Anfal/8:8)<sup>1</sup>

Therefore, reminding that forget and correct the wrong if accompanied by evidence and theorities, it will strengthen the relatationship. Because, human nature to do wrong and forget. For that, there must be in the midst of them mutual counseling-advising with truth and patience.

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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

The task of recount writing was given to them. Then, all incorrect forms in students' sentences were error regarded as error. After that the researcher checking the task result of students' writing, it was found that were four types of error made by students in using Simple Past Tense in writing recount text based on Surface Strategy Taxonomy, they were Ommision, Addition, Mis-formation and Mis-ordering. Below were presented several sentences of apperent errors made by students in using Simple Past Tense in writing recount text.

**a. Ommision Errors**

Ommision errors is characterized by the absences of an item (word) required in a well-formed utterence. The total number of ommision errors commited by students were 78 (see appendix 6) The following data were presented as examples of the error did by the students:

**Table VIII**  
**Omission Error Made by Students**

No	Sentences	Point omitted
1	<u>we</u> very tired	The absence of auxiallary verb (were)
2	<u>We class</u> one	The absence of auxiallary verb (were)
3	<u>We very</u> happy	The absence of auxiallary verb (were)
4	<u>I very</u> sad	The absence of auxiallary verb (was)

**b. Addition Errors**

on the contrary to ommision error, Addition errors are characterized by the presence of an item which not appear in well-formed utterence. The total number of addition errors commited by students were 93 (see appendix 6) The following data were presented as examples of the error did by the students:

**Table VIII**  
**Addition Error Made by Students**

No	Sentences	Double Marking	Regularitation	Simple Addition
1	She <u>was cried</u>	was cried	-	-
2	We <u>didn't slept</u>	didn't slept	-	-
3	<u>In</u> over there	-	-	in
4	I didn't <u>knowed</u>	-	knowed	-
5	He <u>eated</u> my snack	-	Eated	-

The underline items above should not appear to construct proper sentences-buildings. From the example in no 1 and 2, the student want to tell that *she was cry* and *we didn't sleep*. Students knows that to tell the past event, Students had to use the past verb, but Students put two items for the same features; *was* and *cried*, *didn't* and *slept*. Then, the example in the no 3, *in over here*” The preposition *in* and *on* are never used while saying over here. The last the example in no 4 and 5, the student want to tell that *I didn't knowed* and *He eated my snack*. Students knows that to tell the past event, Students had to use the past verb, but Students rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns and the verb *eat* doesn't become *eated*, but *ate* and the verb *know* doesn't become *knowed*, but *known*.

**c. Misformation Errors**

Mis-formation errors are characterized by the uses of the wrong form of the morpheme or structure. The total number of mis- formation errors committed by students were 100 (see appendix 6) The following data were presented as examples of the error did by the students:

**Table VIII**  
**Misformation Error Made by Student**

<b>N o</b>	<b>Sentences</b>	<b>Regularization</b>	<b>Archi-Forms</b>	<b>Alternating Forms</b>
1	I <u>finish</u> to watch TV	-	finish	-
2	He <u>see</u> her yesterday	-	See	-
3	They <u>gone</u> to way kambas	-	-	gone
4	My uncle <u>taken</u> a latter	-	-	taken
5	We looked many <u>gooses</u>	gooses	-	-

The underline items above should not appear to construct proper sentences-buildings. From the example in no 1 and 2, the student want to tell that *I finish to watch TV* and *He see her yesterday*. In the production of certain complex sentences, students substituted *finished* to *finish* and *saw* to *see*. Then, the example in no 3 and 4, *They gone to way kambas* and *My uncle taken a latter*. In this example, students use the irregular verb as alternated. Students production of verbs when the participle form (-en), *gone* that must be *went* and *taken* must be *took*. The last is *We looked many gooses* this example a regular marker is used in place of an irregular one, as *gooses* for *geese*.

**d. Misordering Errors**

Mis-ordering errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterance. The total number of mis-ordering errors committed by students were 32 (see appendix 6). The following data were presented as examples of the error did by the students:

**Table VIII**  
**Misordering Error Made by Student**

No	Sentences	Point mis-ordering
1	Where <u>they are</u>	incorrect placement
2	She <u>at home was</u> yesterday	incorrect placement

The underline items above should not appear to construct proper sentences-buildings. From the example, students may not have learned to exchanged the places of the auxiliary *are* and the subject *they* and the auxiliary *at* and be *was*.

#### **E. Discussion of Finding**

After collecting the data from the students, the errors were identified and then they were classified based on surface strategy taxonomy, According to Dulay the taxonomy that high lights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.<sup>2</sup> Therefore, surface strategy taxonomy classifies errors into four: omission, addition (regularization, simple addition and double marking), misformation(regularization, archi orm and alternating form) , and misordering. To classifying the types of errors the calculating of the percentage of error was showed to know percentage of each type undertaken by students.

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<sup>2</sup> Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p.146

**Table XII**  
**Total Of Errors**

<b>ERRORS</b>		<b>TOTAL</b>	<b>PERCENTAGE</b>
	Alternating Form	30	<b>9.90%</b>
	Archie Form	30	9.90%
	Regularization	40	13.20%
	Double Marking	36	11.88%
	Simple Addition	30	9.90%
	Regularization	27	8.91%
Ommision		78	25.74%
Mis-ordering		32	10.56%
<b>Total</b>		<b>303</b>	<b>100%</b>

Based on the result of the research, the researcher found four types of errors made by students in using simple past tense in writing recount text based on surface strategy taxonomy, they were omission, addition, mis-formation, and mis-ordering.

Then, the highest frequency of errors made by the students based on surface strategy taxonomy is mis-formation percentage is 33%, followed by addition with the percentage is 30.69% and omission with the percentage is 25.27% and the last is mis-ordering with 10.56%.

In this research, researcher referring to some research as the previous research about an error analysis in the first is Ryan discussed about An Analysis of students' errors in using prepositions of place in their sentence writing by using surface strategy taxonomy the second year students of SMP PGRI 6 Bandar Lampung made errors in using prepositions of place in their writing. The research showed that the types of

error are misformation (46.67 %), addition (40.63 %), misordering (11.75 %), and omission (0.95 %).<sup>3</sup>

The Second is Intan in the title “An Analysis of Students’ Error in Using Simple Present Tense in Writing Descriptive text at the First Semester of the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2013/2014” in Intan research research showed that the students made 3 kinds of Error with the total number of errors committed by the students is 190 items. The highest errors are misformation with 81 items and the percentage is 42.63%, followed by omission 55 items and the percentage is 28.94 % and addition 54 items and the percentage is 28.42 %.<sup>4</sup> In both of these research are trying to identify and classify the students’ error based on the surface strategy taxonomy.

Based on discusses of previous study, it can be concluded that there is a significant different of this research for previous ones. The difference lies on topic and skill applied. This research only focus on An analysis of students’ errors in using simple past tense in writing recount text at the first semester of the eighth grade student at SMP N 1 in Adiluwih Pringsewu 2017/2018 whereas previous studies focus on developing and improving writing ability.

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<sup>3</sup> Ryan Arando, *An Analysis of students’ errors in using prepositions of place in their sentence writing by using surface strategy taxonomy a the second year students of SMP PGRI 6 Bandar Lampung in the Aademic Year of 2011/2012*. (Lampung:Lampung Press, 2012), p. 6.

<sup>4</sup> Intan p. Andila, *An Analysis of Students’ Error in Using Simple Present Tense in Writing Descriptive text at the Second Semester of the Eighth Grade of SMPN 25 Bandar Lampung in the Academic Year of 2013/2014*.(Lampung:Lampung Press, 2014), p. 5.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusion and suggestion:

#### **A. Conclusion**

After analyzing the result of the data researcher can be conclude:

1. The subject committed four types of error made by students in using Simple Past Tense in writing recount text based on Surface Strategy Taxonomy, they were Omission, Addition, Mis-formation and Mis-ordering.
2. The total number of errors committed by students were 303 items. Here are the frequency and percentage of the four types:
  - a. The number of Mis-formation error with 100 items and the percentage is 33% with detail:
    1. The number of Alternating Form with 30 items and the percentage is 9.90%
    2. The number of Archi-Form with 30 items and the percentage is 9.90%
    3. The number of Regularization with 40 items and the percentage is 13.20%
  - b. The number of Addition error with 93 items and the percentage is 30.69%
    1. The number of Double Marking with 36 items and the percentage is 11.88%
    2. The number of Simple Addition with 30 items and the percentage is 9.90%
    3. The number of Regularization with 27 items and the percentage is 8.91%

- c. The number of Omission error with 78 items and the percentage is 25.74%.
- d. The number of Mis-ordering error with 32 items and the percentage is 10.56%,

## **B. Suggestion**

Based on the findings of this research, the researcher would give some suggestions can be cited as follows:

1. The suggestion is given to the English teacher that researcher should not to ignore the students' error, if it is possible the gives proper correction on them using appropriate error correction strategy.
2. Regularly practice the students expressing their idea through recount text as one of the alternative, to accostum them to expressing their idea using English. It will be beneficial to prevent of at least to minimize the errors committed in expressing their idea in English.

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# APPENDIX1

## SILABUS

Sekolah : SMP N 1 Adiluwih Pringsewu  
 Kelas : VIII (Delapan )  
 Mata Pelajaran : Bahasa Inggris  
 Semester : 1 (Satu)  
 Standar Kompetensi : Menulis

1. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional : - undangan - pengumuman - pesan singkat  • Teks Essai <i>narrative / recount</i> • Ciri kebahasaan teks <i>narrative / recount</i> • Langkah retorika teks <i>narrative / recount</i>	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi  2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat  3. Melengkapi taeks fungsional pendek  4. Menulis teks fungsional pendek	Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	Tes tulis	<i>Essay</i>	1. <i>Write sentences based on the situation given.</i> 2. <i>Complete the text using suitable word/words.</i> 3. <i>Write a text of invitation on your farewell party.</i>	7 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar
			Menulis teks pendek dan sederhana dalam bentuk <i>narrative</i> dengan langkah	Tes tertulis	Uraian	<i>Write a short narrative text based on:</i> a. <i>The story you have ever read.</i> b. <i>Series of pictures given.</i>	7 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>		<ol style="list-style-type: none"> <li>1. Review ciri kebahasaan teks <i>narrative</i></li> <li>2. Membuat kalimat sederhana terkait teks <i>narrative</i></li> <li>3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></li> <li>4. Membuat draft teks <i>recount</i> dan <i>narrative</i></li> <li>5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat</li> <li>6. Memajang hasil tulisan di dinding</li> </ol>	retorika yang benar					

Mengetahui:  
Kepala .....

Mojolaban, 5 Pebruari 2017  
Guru Mata Pelajaran,

\_\_\_\_\_  
NIP

\_\_\_\_\_  
NIP

## APPENDIX 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah :  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X / I  
Alokasi Waktu : 2 x 45 menit ( 1x pertemuan )  
Topik Pembelajaran : Recount text  
Pertemuan Ke :

#### A. Standar Kompetensi

##### Membaca

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk **recount**, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan .

##### Menulis

- 6 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk **recount**, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

- 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: **recount**, narrative, dan procedure.
- 6.2 Mengungkap-kan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: **recount**, narrative, dan procedure.

#### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"><li>▪ Mengidentifikasi makna dalam teks recount</li><li>▪ Mengidentifikasi langkah-langkah retorika dalam teks recount</li><li>▪ Membaca nyaring teks recount</li><li>▪ Menulis teks berbentuk recount .</li></ul>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

#### Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk recount
- Siswa dapat melakukan teks monolog lisan berbentuk recount
- Siswa mempresentasikan teks monolog lisan berbentuk recount

#### E. Materi Pokok

Teks monolog berbentuk *recount* contohnya:

##### My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

**Text Structure of the text above:**

Paragraph	Generic Structure
<ul style="list-style-type: none"><li>▪ I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (<b>paragraph 1</b>)</li><li>▪ Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (<b>paragraph 2</b>)</li><li>▪ Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (<b>paragraph 3</b>)</li></ul>	<ul style="list-style-type: none"><li>▪ Orientation: provides the setting and introduces participants.</li><li>▪ Events: tell what happened, in what sequence.</li><li>▪ Re-orientation: optional closure of events.</li></ul>

#### F. Metode Pembelajaran/Teknik:

Total Physical Response

## G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>▪ Bertanya jawab tentang pertanyaan teks monolog sederhana berbentuk recount.</li> <li>▪ Membahas unsur dan langkah retorika dalam pertanyaan teks monolog sederhana berbentuk recount.</li> <li>▪ Membahas ciri-ciri leksikogramatika.</li> <li>▪ Membacakan cerita kepada kelompok atau kelas (monolog).</li> <li>▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog).</li> <li>▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.</li> <li>▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya</li> <li>▪ Membahas unsur dan langkah retorika dalam teks recount.</li> <li>▪ Membahas ciri-ciri leksikogramatika.</li> <li>▪ Membacakan cerita kepada kelompok (monolog).</li> <li>▪ Menceritakan kembali cerita kepada kelompok (monolog).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.</li> <li>▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.</li> </ul>

### Langkah-langkah Kegiatan Pembelajaran

#### **Kegiatan Awal (10')**

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

#### **Kegiatan Inti (70')**

##### ***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks monolog sederhana berbentuk recount.

- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk recount).
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks monolog sederhana berbentuk recount.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks monolog sederhana berbentuk recount.

### ***Elaborasi***

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks monolog sederhana berbentuk recount.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks monolog sederhana berbentuk recount.

### **Kegiatan Akhir (10')**

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks monolog sederhana berbentuk recount.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks monolog sederhana berbentuk recount.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## **H. Sumber/Bahan/Alat**

- Buku Look Ahead 1 , English for Better Life
- Buku Inter-Language Kelas X
- Kaset/CD
- Tape
- Script dari Look Ahead 1 dan Inter-Language

## **I. Penilaian**

### **I. Indikator, Teknik, Bentuk, dan Contoh.**

No.	Indikator	Teknik	Bentuk	Contoh
1.	Membaca nyaring teks recount	Tes Lisan	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Menulis teks berbentuk recount.	Tes Tulis	Tugas Individu	Make writing by completing the following procedure text
3.	Menulis teks berbentuk recount.	Tes tulis	Tugas Individu	Make writing recount text!

## II. Instrumen Penilaian

Listen to the teacher reading the text, then retell what is the content of the text.

### An Excursion to Bogor Botanic Garden

All right, everybody, I'll tell you about this great place.

On Friday 16 March we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock.

Arriving at the garden, we were divided into two groups. Group A followed Mrs. Nina and Group B followed Mr. Ahmad. I was in group A. Well, first we went to odd tropical plants and Mrs. Nina read us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near the Raffles cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch.

Soon, it was time for us to go to the orchid section while Group B did some research on flowers. Uhm...A lady led us to the orchid section. Then, she explained about many kinds of Orchids.

Next, we had a look at the Indonesian orchid. Wow, we saw many kinds of Indonesian orchids. They were all beautiful. Later, we took a look at the American, European and Asian orchid's section. I was interesting. Soon after we had finished our observations, we went back outside and met group B. Then, we got on the bus and returned to school. We really enjoyed the trip and to Bogor Botanic Garden.

Questions:

1. What do you know about an excursion?
2. When and how did they go to Bogor Botanic Garden?
3. What time did they arrive there?

### III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

Mengetahui,  
Kepala Sekolah,

, Juli 2011  
Guru Mapel Bahasa Inggris,



## DATA OF SAMPLE

No	Name	Class	Description
1	Afreza Dwi Rahmawati	VIII A	
2	Albertus Rido Aryadi	VIII A	
3	Aril Afandi	VIII A	
4	Ahmad Dirgantara	VIII A	
5	Bagus Prasetyo	VIII A	
6	Bahtiar	VIII A	
7	Brilian	VIII A	
8	Bayu Anggara	VIII A	
9	Desi Fitriani	VIII A	
10	Dian Aulia	VIII A	
11	Dimas Aditia	VIII A	
12	Dina Nur Istikomah	VIII A	
13	Dwi Purwaningsih	VIII A	
14	Elsa Erlina	VIII A	
15	Erma Dwiyani	VIII A	
16	Fadillah Wahyuneza	VIII A	
17	Fajar Ramadhani	VIII A	
18	Femas Edho	VIII A	
19	Fera Vitiani	VIII A	
20	Helen Rahmawati	VIII A	
21	Jannatun Nisa Arum	VIII A	
22	Muhammad Rega	VIII A	
23	Nabilla Dwi Azzahra	VIII A	
24	Nina Revita Sari	VIII A	
25	Putri Yulianti	VIII A	
26	Rahma Putri Ika Maulia	VIII A	
27	Resi Dwi Nurfika	VIII A	
28	Restu Waluyo	VIII A	
29	Rita Wulan Dari	VIII A	
30	Septiana	VIII A	
31	Serli Desi Saputri	VIII A	
32	Syaifur Rizaldi	VIII A	
33	Windi Aulia	VIII A	
34	Yuniar Cahyo Ningrum	VIII A	
35	Ulivia Yulanda S	VIII A	
36	Wiga Tiara Putri	VIII A	
37	Zalffa Rizky Ananta	VIII A	

Adiluwih, 11 oktober 2017  
Guru Bidang Studi

---

## Appendix 4

## Classification of The Errors Committed by Each Students

No	Name	Omission	Addition			Mis formation			Mis Ordering	$\Sigma$ Errors
			Double marking	Regularization	Simple addition	Regularization	Archie-Form	Alternating form		
1	Afreza Dwi Rahmawati	2	2	0	1	1	1	1	0	8
2	Albertus Rido Aryadi	3	0	0	0	0	1	1	1	6
3	Aril Afandi	1	1	2	0	0	2	2	2	10
4	Ahmad Dirgantara	2	2	2	1	2	1	1	0	11
5	Bagus Prasetyo	1	1	0	0	3	0	0	0	5
6	Bahtiar	1	1	0	1	2	1	1	0	7
7	Brilian	1	1	2	2	0	2	2	0	10
8	Bayu Anggara	2	1	0	2	2	0	2	0	9
9	Desi Fitriani	2	2	2	0	1	0	0	2	9
10	Dian Aulia	1	2	1	2	0	1	1	1	9
11	Dimas Aditia	2	3	0	2	0	1	0	1	9
12	Dina Nur Istikomah	3	0	0	0	0	0	0	0	3
13	Dwi Purwaningsih	2	0	1	2	2	0	2	1	10
14	Elsa Erlina	2	0	2	1	0	2	1	0	8
15	Erma Dwiyani	1	1	3	1	2	0	2	0	10
16	Fadillah Wahyuneza	1	1	1	2	0	2	2	0	9
17	Fajar Ramadhani	1	1	1	0	2	0	2	2	9
18	Femas Edho	2	2	2	1	1	2	1	0	9
19	Fera Vitiani	3	1	0	2	0	0	0	0	6
20	Helen Rahmawati	4	0	0	0	0	0	1	2	7
21	Jannatun Nisa Arum	2	2	0	1	1	0	0	4	10
22	Muhammad Rega	2	0	0	2	1	1	2	0	7
23	Nabilla Dwi Azzahra	4	2	0	0	1	0	0	0	7
24	Nina Revita Sari	0	2	0	1	0	0	0	3	6
25	Putri Yulianti	4	0	0	0	1	1	0	2	8
26	Rahma Putri Ika Maulia	6	1	1	1	0	1	2	4	16
27	Resi Dwi Nurfika	3	0	0	0	0	1	1	1	6
28	Restu Waluyo	5	1	0	1	1	0	0	2	10
29	Rita Wulan Dari	1	2	2	0	1	2	2	0	10

30	Septiana	2	0	0	0	1	0	3	0	6
31	Serli Desi Saputri	7	0	0	2	0	0	4	0	13
32	Syaifur Rizaldi	2	1	0	0	0	0	1	0	4
33	Windi Aulia	2	0	0	0	0	0	0	0	2
34	Yuniar Cahyo Ningrum	1	0	0	0	0	0	1	0	2
35	Ulivia Yulanda S	1	1	3	2	2	1	1	2	13
36	Wiga Tiara Putri	2	1	1	0	1	3	0	2	10
37	Zalffa Rizky Ananta	1	1	1	0	2	3	1	0	9
	<b>Σ Errors</b>	<b>78</b>	<b>36</b>	<b>27</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>32</b>	<b>303</b>



## Appendix 5

### The calculation of the percentage of the Error types

1. Omission Error

$$P = 78/303 \times 100 \%$$

$$= 0.2574 \times 100 \%$$

$$= 25.74 \%$$

The Percentage of Omission Error is 25.74%

2. Addition Error

a. Double Marking

$$P = 36/303 \times 100 \%$$

$$= 0.1188 \times 100 \%$$

$$= 11.88 \%$$

The Percentage of Double Marking is 11.88%

b. Regularization

$$P = 27/303 \times 100 \%$$

$$= 0.089 \times 100 \%$$

$$= 8.91 \%$$

The Percentage of Regularization is 8.91%

c. Simple Addition

$$P = 30/303 \times 100 \%$$

$$= 0.099 \times 100 \%$$

$$= 9.90 \%$$

The Percentage of Simple Addition is 9.90%

The Percentage of Addition is 30.69%

3. Mis formation

a. Regularization Error

$$\begin{aligned} P &= 30/303 \times 100 \% \\ &= 0.099 \times 100 \% \\ &= 9.90 \% \end{aligned}$$

The Percentage of Regularization Error is 9.90%

b. Archie Form

$$\begin{aligned} P &= 30/303 \times 100 \% \\ &= 0.099 \times 100 \% \\ &= 9.90 \% \end{aligned}$$

The Percentage of Archie Form is 9.90%

c. Alternating Form

$$\begin{aligned} P &= 40/303 \times 100 \% \\ &= 0.132 \times 100 \% \\ &= 13.20 \% \end{aligned}$$

The Percentage of Alternating Form is 13.20%

The Percentage of Misformation Error is 33%

4. Mis Ordering

$$\begin{aligned} P &= 32/303 \times 100 \% \\ &= 0.105 \times 100 \% \\ &= 10.56 \% \end{aligned}$$

The Percentage of Misordering Error is 10.56%

## Appendix 6

## The Correction of the Errors Found in the Descriptive Writing

<b>N O</b>	<b>The Students' Error</b>	<b>Correction</b>	<b>Types of Error</b>
1	My name Andi Alfian	My name is Andi Alfian	Om
2	I am go to school	I went to school	Ad-R
3	My class very clean	My class was very clean	Om
4	I was found one wall clock	I found one wall clock	Ad-Dm
5	My class very small	My class was very small	Om
6	His hair black	His hair was black	Om
7	He clever	He was clever	Om
8	He in Bandung	He was in Bandung	Om
9	Steven William handsome boy	Steven William is handsome boy	Om
10	Many people likely him	Many people like him	Ad-R
11	I like him	I liked him	Mf-AI
12	He want to become singer	He wanted to become singer	Mf-AI
13	She beautiful actress	She is beautiful actress	Om
14	She have long wavy hair	She has long wavy hair	Mf-AI
15	She have brown skin	She has brown skin	Mf-AI
16	She holiday in Paris	She was holiday in Paris	Om
17	I find one wall clock	I found one wall clock	Mf-AI
18	My class very clean	My class was very clean	Om
19	I one find picture of president RI	I found one picture of president RI	Mf-AI
20	My class very small	My class was very small	Om
21	I am go to school	I went to school	Ad-Dm
22	We are take care of class	We took care of class	Ad-AI
23	His hair black	His hair was black	Om
24	He verry excited	He was verry excited	Om
25	I verry happy	I was verry happy	Om
26	Many people likely him	Many people like him	Ad-Sa
27	He could spoke English	He could speak English	Ad-Dm
28	He live in Pringsewu	He lived in Pringsewu	Mf-R
29	He have short hair	He has short hair	Mf-Af
30	He have white skin	He has white skin	Mf-Af
31	My name Dafa Fatika	My name is Dafa Fatika	Om
32	I am go to bali	I went to Bali	Ad-R
33	We are take care of class	We take care of class	Ad
34	I find one wall clock	I found one wall clock	Mf-R
35	I find one picture of president RI	I found one picture of president RI	Mf-R
36	Her hair blonde	Her hair is blonde	Om
37	I was meet people Korean	I was meet Korean people	Mo
38	Many people likely her	Many people like her	Ad-Sa
39	She is had long hair	She had long hair	Ad-Dm
40	She was got married	She got married	Ad-Dm
41	I to go home	I went to home	Mo
42	Animal beautiful	He beautiful animal	Mo
43	Teste tired alredy	I was already feel tired	Mo
44	Home family	My familys'home	Mo
45	Water sea the like	The water sea is like	Mo
46	Play we	We were play	Mo
47	We all down walk hill	We walked down the hill	Mo
48	Return home	Go back to home	Mo
49	Clean up bed room they	They cleaned up the bed room	Mo

50	My take a pictures	I took a picture	Mf-Af
51	I to can't	I can't to	Mo
52	Take a pictures	Take a picture	Ad-dm
53	My on to museum	I went to museum	Mf- Af
54	I look many Elementery school- elementery school	I looked many school.	Ad-Sa
55	I and friend friend	I and my friends	Ad-Sa
56	Six grade	The Sixxth Grade	Om
57	I also follow program....	I was also follow program....	Om
58	I group get	My group get	Mf-Af
59	I see	I saw	Mf-Af
60	I arrive in....	I arrived in	Om
61	Car bis	Car/ bus	Ad-Dm
62	I was pleased	I was please	Ad-Dm
63	Beach klara	Klara beach	Mo
64	Histori	Hisory	Mf-Al
65	I and my family come home	I and my family came home	Mf-Al
66	Go on full day	During the day	Mf-Al
67	I and my family go to	I and my family went to	Mf-Al
68	My mother gardening	My mother is gardening	Om
69	I here with	I was here with	Om
70	We eated together	We ate together	Mf-R
71	We leaved	We left	Mf-R
72	I buyed souvenir	I bough souvenir	Mf-R
73	My little sister losted	My little sister was lost	Om
74	Place grand mother	My grand mother place	Om
73	Place grand mother	My grand mother place	Mf-R
75	We berkumpul together	We were assemble together	Mf-Al
76	Time that	That time	Om
77	Burn end	aflame	Mf-Al
78	They very fine	They were very kind	Om
79	They very fine	They were very kind	Mf-Al
80	I to go	I went to	Mo
81	I am go to school	I went to school	Mf-Al
82	In holiday, I lost my cat	My cat was lost in holiday	Mo
83	In holiday, I lost my cat	My cat was lost in holiday	Om
84	I see good view	I saw a good view	Ad-R
85	I see good view	I saw a good view	Om
86	We were enjoyed	We were enjoy	Ad-Dm
87	Cleaned no enough	Didn't clean enough	Om
88	We go visited are elephant	We visited elephants	Mo
89	A day rainy	A rainy day	Om
90	We go visited are elephant	We visited elephants	Ad-Sa
91	I visited to home familys	I visited to familys' home	Mo
92	They were gave a good response	They were give a good response	Mf-R
93	I was spent me time	I was spend my time	Mf-R
94	That is made me sad	That made me sad	Ad-Dm
95	I tok 3 hours	I took 3 hours	Mf-Af
96	It suddenly downed	It suddenly down	Ad-R
97	We are exhausted	We were exhausted	Mf-R
98	People was come to pool	People were come to pool	Mf-R
99	At front	In front	Ad-Sa
100	Not feel	Didn't feel	Om
101	I begin	I was begin	Om

102	He at was home	He was at home	Mo
103	Road me not stoping	The road didn't stop	Mf-R
104	holidai	Holiday	Om
105	Those house	This house	Mf-Af
106	Baim Wong handsome boy	Baim Wong is handsome boy	Om
107	Many people likely him	Many people like him	Ad-Sa
108	I like him	I liked him	Mf-R
109	He want to become singer	He wants to become singer	Mf-R
110	My name M. Muttaqin	My name is M. Muttaqin	Om
111	We are take care of class	We take care of class	Ad
112	I found one picture of president RI	I find one picture of president RI	Mf-R
113	I found one wall clock	I find one wall clock	Mf-R
114	His hair black	His hair is black	Om
115	He clever	He is clever	Om
116	He can singing	He can sing	Ad-R
117	He often playing	He often plays	Ad-R
118	He like wearing T-Shirt	He likes wearing T-Shirt	Mf-AI
119	Sammy have good voice	Sammy has good voice	Mf-AI
120	His hair curly	His hair is curly	Om
121	He comedian	He is comedian	Om
122	He can speaks English	He can speak English	Ad-Sa
123	He is has long hair	He was had long hair	Om
124	Sule love his wife	Sule loves his wife	Mf-AI
125	He ware busy every day	He wass busy every day	Mf-AI
126	She can speaks Korean	She can speak Korean	Ad-Sa
127	She is has long hair	She has long hair	Ad-
128	Zaskia love his husband	Zaskia loves his husband	Om
129	She ware busy	She was busy	Mf-Af
130	Zaskia have white skin	Zaskia has white skin	Mf-Af
131	I find one egg	I found one egg	Mf-Af
132	My class very clean	My class was very clean	Om
133	I find one picture of president RI	I found one picture of president RI	Mf-R
134	My class very small	My class was very small	Om
135	I am go to schoolyesterday	I went to school yesterday	Ad-R
136	His hair curly	His hair is curly	Om
137	He comedian	He is comedian	Om
138	He was has long hair	He had long hair	Ad-Dm
139	He love his wife	He loves his wife	Mf-Af
140	He ware busy last night	He was busy last night	Mf-R
141	She have brown skin	She had brown skin	Mf-R
142	Many people likely her	Many people like her	Ad-Sa
143	She have long wavy hair	She was had long wavy hair	Om
144	She have brown skin	She was had brown skin	om
145	She live in Paris	She lived in Paris	Mf-R
146	His hair curly	His hair is curly	Om
147	He comedian	He is comedian	Om
148	He is has long hair	He has long hair	Ad-Dm
149	Sule love his wife	Sule loves his wife	Mf-R
150	He are busy every day	He is busy every day	Mf-R
151	Sule have brown skin	Sule has brown skin	Mf-R
152	He Indonesian actor	He is Indonesian actor	Om
153	He can speaked Korean	He can spoke Korean	Mf-R
154	He was had short hair	He had short hair	Ad-Dm

155	He love his family	He loves his family	Mf-R
156	We are take care of class	We take care of class	Ad-Dm
157	In my bus there is 40 chairs	In my bus there are 40 chairs	Mf-R
158	my family there is 37 people	my family there are 37 people	Mf-R
159	My name Ricky	My name is Ricky	Om
160	My class very clean	My class is very clean	Om
161	I was went to zoo	I went to zoo	Ad-Dm
162	We are took care of class	We took care of class	Ad-Dm
163	There is one white boards	There was one white board	Ad-R
164	I go to school by motorcycle	I went to school by motorcycle	Mf-R
165	I find one wall clock	I found one wall clock	Mf-R
166	There is one white boards	There was one white board	Ad-R
167	I am go to beach	I went to beach	Ad-R
168	I find one picture of my mother	I found one picture of my mother	Mf-R
169	I find one wall clock	I found one wall clock	Mf-R
170	His hair black	His hair is black	Om
171	He clever	He is clever	Om
172	He handsome	He is handsome	Om
173	He like pizza	He likes pizza	Mf-Af
174	He like to travel	He likes to travel	Mf-Af
175	My name Tubagus	My name is Tubagus	Om
176	I am go to school	I go to school	Ad-R
177	I found one picture of president RI	I find one picture of president RI	Mf-Af
178	I found one wall clock	I find one wall clock	Mf-Af
179	Stuart Collin handsome boy	Stuart Collin is handsome boy	Om
180	Many people likely him	Many people like him	Ad
181	I liked him	I like him	Mf-AI
182	He want to become singer	He wants to become singer	Mf-Af
183	His hair curly	His hair is curly	Om
184	He comedian	He is comedian	Om
185	He is has long hair	He had long hair	Ad-R
186	Sule love his wife	Sule loves his wife	Mf-Af
187	My name Zahra	My name is Zahra	Om
188	I am go to school everyday	I go to school everyday	Ad-R
189	These bus	This bus	Mf-Af
190	Iwas found one wall clock	I was find one wall clock	Ad-Dm
191	Many person in there	Many people in there	Mf-R
192	I runned in beach	I run in beach	Mf-R
193	We eated meal	We ate meal	Ad-R
194	My brother broked my toy	My brotherbreak my toy	Ad-R
195	I go with train	I went use train	Mf-R
196	We were a hope	We were hope	Ad-Sa
197	We were enjoyed	We were enjoy	Ad-Dm
198	Cleaned no enough	Didn't clean enough	Om
199	We go visited are elephant	We visited elephants	Mo
200	A day rainy	A rainy day	Om
201	We go visited are elephant	We visited elephants	Ad-Sa
202	I visited to home familys	I visited to familys' home	Mo
203	They were gave a good response	They were give a good response	Mf-R
204	I was spent me time	I was spend my time	Mf-R
205	That is made me sad	That made me sad	Ad-Dm
206	I tok 3 hours	I took 3 hours	Mf-Af
207	It suddenly downed	It suddenly down	Ad-R
208	We are exhausted	We were exhausted	Mf-R

209	People was come to pool	People were come to pool	Mf-R
210	At front	In front	Ad-Sa
211	Not feel	Didn't feel	Om
212	I begin	I was begin	Om
213	He at was home	He was at home	Mo
214	Road me not stoping	The road didn't stop	Mf-R
215	holidai	Holiday	Om
216	Those house	This house	Mf-Af
217	We are take care of class	We took care of class	Mf-R
218	My class very small	My class was very small	Mo
219	His hair black	His hair was black	Mo
220	He clever	He was clever	Mo
221	He in Bandung	He was in Bandung	Mo
222	Not feel	Didn't feel	Mo
223	I begin	I was begin	Mo
224	He at was home	He was at home	Mo
225	Road me not stoping	The road didn't stop	Mf-R
226	holidai	Holiday	Om
227	His hair black	His hair is black	Om
228	He clever	He is clever	Om
229	He handsome	He is handsome	Om
230	He like pizza	He likes pizza	Mf-Af
231	His hair black	His hair is black	Om
232	He clever	He is clever	Om
234	He handsome	He is handsome	Om
245	He like pizza	He likes pizza	Mf-Af
246	He like to travel	He likes to travel	Mf-Af
247	My name Tubagus	My name is Tubagus	Om
248	His hair black	His hair is black	Om
249	Cleaned no enough	Didn't clean enough	Om
250	We go visited are elephant	We visited elephants	Mo
251	A day rainy	A rainy day	Om
252	We go visited are elephant	We visited elephants	Ad-Sa
253	I visited to home familys	I visited to familys' home	Mo
254	They were gave a good response	They were give a good response	Mf-R
255	Cleaned no enough	Didn't clean enough	Om
256	He at was home	He was at home	Mo
257	Road me not stoping	The road didn't stop	Mf-R
258	She home was last night	She was home last night	Mo
259	They were climbed tree	They were climb tree	Ad-Dm
260	They were climbed tree	They were climb tree	Ad-R
261	My father fix my bycycle yesterday	My father fixed my bycycle yesterday	Om
262	She yesterday broke my new toy	She broke my new toy yesterday	Mo
263	She yesterday broke my new toy	She brake my new toy yesterday	Ad-R
264	Clean up bed room my mother	My mother cleaned up the bed room	Mo
265	My take a pictures	I took a picture	Mf-Af
266	I to can't	I can't to	Mo
267	Take a pictures	Take a picture	Ad-dm
268	My on to museum	I went to museum	Mf- Af
268	Clean up bed room they	They cleaned up the bed room	Mo
269	I go to school by motorcycle	I went to school by motorcycle	Mf-R
270	I find one wall clock	I found one wall clock	Mf-R
271	There is one white boards	There was one white board	Ad-R
272	I am go to beach	I went to beach	Ad-R

273	I find one picture of my mother	I found one picture of my mother	Mf-R
278	I find one wall clock	I found one wall clock	Mf-R
279	His hair black	His hair is black	Om
280	He clever	He is clever	Om
281	He handsome	He is handsome	Om
282	I go to school by motorcycle	I went to school by motorcycle	Mf-R
283	He like to travel	He likes to travel	Mf-Af
284	My name Tubagus	My name is Tubagus	Om
285	His hair black	His hair is black	Om
286	Cleaned no enough	Didn't clean enough	Om
287	We go visited are elephant	We visited elephants	Mo
288	A day rainy	A rainy day	Om
289	We go visited are elephant	We visited elephants	Ad-Sa
290	I visited to home familys	I visited to familys' home	Mo
291	They were gave a good response	They were give a good response	Mf-R
292	Cleaned no enough	Didn't clean enough	Om
293	He at was home	He was at home	Mo
294	A day rainy	A rainy day	Om
295	We go visited are elephant	We visited elephants	Ad-Sa
296	I visited to home familys	I visited to familys' home	Mo
297	They were gave a good response	They were give a good response	Mf-R
298	We were enjoyed	We were enjoy	Ad-Dm
299	Cleaned no enough	Didn't clean enough	Om
300	We go visited are elephant	We visited elephants	Mo
301	A day rainy	A rainy day	Om
302	We go visited are elephant	We visited elephants	Ad-Sa
303	I visited to home familys	I visited to familys' home	Mo





**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI RADEN INTAN  
LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol. H. Endro Suratmin Sukarame I Bandar Lampung Tlp. (0721) 703260*

**CONTROL CARD**

**NAME : ZULIDA SA'DIAH**

**NPM : 1211040101**

**TITLE : AN ANALYSIS OF STUDENTS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF EIGHT GRADE STUDENTS OF SMP N 1 ADILUWIH PRINGSEWU LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**

<b>NO</b>	<b>DAY/DATE</b>	<b>CONSULTATION</b>	<b>SIGNATURE</b>
1			
2			
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4			
5			
6			

**Bandar Lampung.....**

**Advisor**

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**CO - Advisor**

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