

**AN ANALYSIS OF STUDENTS GRAMMATICAL ERRORS IN
USING ADVERBIAL PHRASES THE FIRST SEMESTER OF
THE TENTH GRADE OF SMAS SWADHIPA NATAR THE
ACADEMIC YEAR 2023/2024**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements
for the Bachelor Degree**

**By:
LUVITA AMBARWATI
NPM. 1711040083**



Program study : English Education

**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023/2024**

**AN ANALYSIS OF STUDENTS GRAMMATICAL ERRORS IN
USING ADVERBIAL PHRASES THE FIRST SEMESTER OF
THE TENTH GRADE OF SMAS SWADHIPA NATAR THE
ACADEMIC YEAR 2023/2024**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements
for the Bachelor Degree**

By:

LUVITA AMBARWATI

NPM. 1711040083



Program study : English Education

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Irawansyah, M.Pd

**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023/2024**

ABSTRACT

English become the first foreign language that is learned by Indonesian. English has been generally learned by students since they were kindergarten school. In learning the language, everyone often make error and mistake. Errors are related to language teaching, language aquisition, bilingualism, interference that causes llanguage errors. Error made by student indicate that language teaching is unsuccessful or failed.

This research was conducted based on the phenomena taht happened on the school. Grammar is one of the important composition in English. The objectives of the research were to know what types of errors made by the students in using adverbial phrase based on surface strategy taxonomy and what the propositions (frequency and percentage) of errors that made by students in using adverbial phrase.

In conclusion, based on the result of the research, it was found that the total of students error were 94 items. There were 59 items (59,63%) errors of misformation, 14 items (15%) errors of ommision, 16 items (17%) errors of misordering, and 5 items (5%) errors of addition. There are many errors that the students made in writing recount text. Those are indicating that the students ability in writing recount text is still low.

Keywords: *Error Analysis, Adverbial Phrase, Recount Text, Surface Strategy Taxonomy, Writing.*

DECLARATION

I hereby declare that is thesis entitled “An Analysis of Students’ Grammatica Errors in Using Adverbial Phrases The First Semester of The Tenth Grade of SMAS Swadhipa Natar The Academic Year 2023/2024” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in this thesis.

Bandar Lampung, December 2023

Declared by,



Luvita Ambarwati





**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

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

APPROVAL

Title : **“AN ANALYSIS OF STUDENTS’
GRAMMATICAL ERROR IN USING
ADVERBIAL PHRASES THE FIRST
SEMESTER OF THE TENTH GRADE
OF SMAS SWADHIPA NATAR IN
ACADEMIC YEAR 2023/2024”**

Student’s Name : **Luvita Ambarwati**
Student’s Number : **1711040083**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training Faculty**


APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty State Islamic University of Raden Intan Lampung

Advisor,


Ivan Kurniawan, M.Pd
NIP. 19560611988031001

Co-Advisor,


Irawansyah, M.Pd
NIP. 19890815202311019

**The Chairperson of
English Education Study Program**


M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

ADMISSION

A research thesis entitled: **“AN ANALYSIS OF STUDENTS’ GRAMMATICAL ERROR IN USING ADVERBIAL PHRASES THE FIRST SEMESTER OF THE TENTH GRADE OF SMAS SWADHIPA NATAR IN ACADEMIC YEAR 2023/2024”**, by **LUVITA AMBARWATI, NPM : 1711040083**, Study Program : **English Education**, was tested and defended in the examination session held on: **Friday, December 29th 2023**.

BOARD OF EXAMINERS

The Moderator : Prof. Dr. Moh. Muhassin, M.Hum. (.....)

The Secretary : Sri Suci Suryawati, M.Pd (.....)

Primary Examiner : Dewi Kurniawati, M.Pd (.....)

Secondary Examiner : Iwan Kurniawan, M.Pd (.....)

Co-Advisor : Irawansyah, M.Pd (.....)

The Dean of
Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Diana, M.Pd

81988032002

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

“So whoever does an atom’ weight of good will see it”

(Q.S. Al-Zalzalah : 7)



DEDICATION

Praise and gratitude to Allah swtfor this abundantm blessing to me and keeps me everywhere and every time. I would like to dedicated this thesis to:

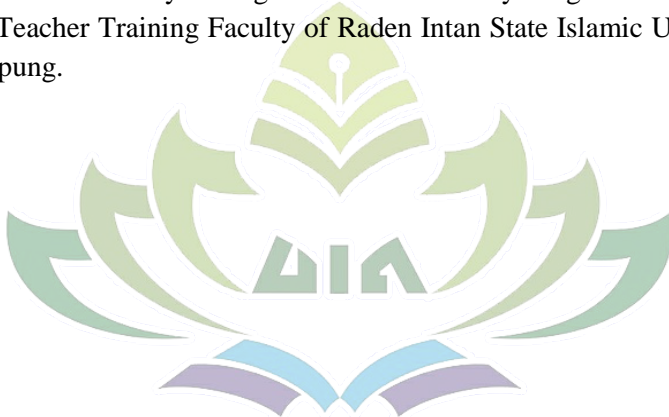
1. My beloved parents of Mr. Yunardi and Mrs. Aryati who always give their andless love keeping, pray and their support for my success.
2. My beloved sister, Uma Arista Zahra and my brothers, Rizky Agung Setiawan and Hilmi Qurunul Bahri who always pray and support me to doing complete of this thesis.
3. My beloved almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name Luvita Ambarwati. Her nick name is Vita. She was born on July 11st 1999. She is the oldest child of Mr. Yunardi and Mrs. Aryati. She had one sister, Uma Arista Zahra and two brothers, Rizky Agung Setiawan and Hilmi Qurunul Bahri.

The writer began her study in Elementary School at SDS Tunas Elok Tangerang in 2005, but she moved to Lampung and continued her study at MI Muhammadiyah Sidobasuki in 2009 and graduated in 2011. She continued her study in Junior High School at SMPN 1 Natar and graduated in 2014. After that, she continued her study to SMAS Swadhipa Bumisari Natar and finished in 2017. Then, she continued her study in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.



ACKNOWLEDGMENT

First of all, all praise be to Allah swt. the Most Merciful, the Most Beneficent for His Mercy and blessing were given to the researcher during the study in completing this thesis. Then, peace and salutation maybe upon to the great messenger prophet Muhammad saw. who always bring us from the stupidity to the cleverness.

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

Then, the researcher would like to thank the following people for the ideas, times and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. M. Ridho Kholid, S.S, M,Pd the chairperson of English Educaation Study Program.
3. Iwan Kurniawan, M.Pd as the advisor for his guidance and help to finish this thesis.
4. Irawansyah, M.Pd as the co-advisor who has spent countless in hours correcting this thesis.
5. All lecturers of English Department of UIN Raden Intan Lampung who has taught the researcher since the first semester of her study.
6. Siti Maryatun, S.Pd as the headmaster of SMAS Swadhipa Natar, Suarni, S.Pd and Mely Isna Puspita, S.Pd as the English Teacher of SMAS Swadhipa Natar for giving the contribution the researcher was conducting the research at the school.
7. My beloved sister, Mia Sari Murti and my beloved friends, Arnia Windy Utami, Nabilla Dzackyatunupus, Adelia Hutahuruk, Fimi Auli Yasinia, Lailita Renfilia, Fika Veronika and others who alwyas support and give me many suggestion to complete this thesis.
8. All of my friend in class B of 2017 and other people who can not mentioned one by one.

Finally, the writer is fully aware that there are still a lot of weakness in the thesis. For this, the writer indeed expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, December 2023
The Researcher,

Luvita Ambarwati
1711040083



TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION.....	iii
APPROVAL.....	iv
ADMISSION.....	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	1
A. Title Confirmation	1
As a first step to understand the title of this thesis and avoid misunderstanding between reader and writer, the writer need to explain some word that are the title of this thesis. The title of this thesis is An Analysis of Students' Grammatical Errors in Using Adverbial Phrases the First Semester of the Tenth Grade of SMAS Swadhipa Natar The Academic Year 2023/2024. The following is a description of the meaning of some of the terms contained in the title of this proposal as follows:.....	1
B. Background of the Problem	3
C. Focus sub focus of the Research	8
D. Problem Formulation	8
E. Objective of the Research	8
F. Significance of the Reseach.....	9
G. Relevance of Studies.....	9
H. Reseach Method.....	11
1. Research Design	11
2. Data Source	12
3. Research Instrument	12
4. Data Collecting Technique	15
5. Data Analysis	15
6. Trustworthiness of the Data	16
I. Research Procedure.....	17

J. Systematic of the Reseach	17
CHAPTER II REVIEW OF RELATED LITERATURE	19
A. Frame of Theories	19
1. Concept of Error and Mistake.....	19
2. Concept of Error Analysis	20
a. The Definition of Error Analysis.....	20
b. The Types of Error	21
c. Goals of Error.....	23
3. Sources of Error	23
4. Classification of Error.....	24
5. Concept of Surface Strategy Taxonomy	25
6. Concept of Grammar	29
7. Concept of Writing	30
8. The Types of Writing	31
9. Concept of Recount Text	35
a. Definition of Recount Text.....	35
b. Types of Recount Text	35
c. Characteristics of Recount Text	36
d. The Purpose of Recount Text.....	36
e. Generic Structure of Recount Text.....	36
10. The Language Features of Recount Text	37
11. Concept of Phrase	38
a. Definition of Phrase	38
b. Types of Phrase	38
12. Concept of Adverbial Phrase	41
a. Definition of Adverbial	41
b. Definition of Adverbial Phrase.....	41
c. Types of Adverbial Phrase	42
CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT.....	45
A. General Description of the Object	45
B. Population	45
C. Sample	46
D. Reseach Subject	46
CHAPTER IV RESULT AND DISCUSSION	49
A. Data Analysis	49
B. Discussion	50
C. Research Finding	52

CHAPTER V CONCLUSION AND RECOMMENDATION	53
A. Conclusion	53
B. Suggestion.....	53
REFERENCE	55



LIST OF TABLES

Table 2. 1 The Type of Writing.....	31
Table 2. 2 The Language Features of Recount Text.....	37
Table 3. 1 Number of The Students at the Tenth Grade of SMAS Swadhipa Natar in the Academic Year 2023/2024.....	45
Table 3. 2 List of Student Names of X IPA 2	46



LIST OF APPENDICES

Appendix 1 Interview with English Teacher at SMAS Swadhipa Natar	61
Appendix 2 The Result of Interview with English Teacher in Preliminary Research	62
Appendix 3 Questionnaire for the Students in Preliminary Research	65
Appendix 4 The Result of Questionnaire in Preliminary Research	66
Appendix 5 Recount Text for the Test	67
Appendix 6 The Result of Students Error	68



CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this thesis and avoid misunderstanding between reader and writer, the writer need to explain some word that are the title of this thesis. The title of this thesis is An Analysis of Students' Grammatical Errors in Using the First Semester of the Tenth Grade of SMAS Swadhipa Natar The Academic Year 2023/2024. The following is a description of the meaning of some of the terms contained in the title of this proposal as follows:

1. Analysis

In general, analysis is an activity whose activities are in the form of describing, distiguishing or even classifying something to be grouped based on criteria. According to Elliston, something that can be analyzed is in the form of ideas, words, proportions or experiences.¹ In this study the reseacher analyze the teachers and students perception of using google form in assessing reading. Especially in reading procedure text.

2. Grammar

grammar is a scientific translation of language. Grammatical errors in foreign languages are unavoidable and certainly occur. Grammar is very important to examine and master, due to the fact grammar is used to making a word or sentence will be meaningful. If writing does not use grammar then the writing cannot be understood, accordingly to have meaningful and best writing, the writer have to use appropriate grammar. The students need grammar to make a good sentence. Grammar is a system of language.

¹ Eliaton in Stephen Petrina, "Method of Analysis", *University of British Coloumbia*, researchgate (2021) <https://www.researchgate.net>

3. Error

Errors and mistakes are unavoidable issues that would be by the second dialect learners. People can not learn a language without first systematically committing that deviate from some decided on the norm of mature language performance. Teachers and moms who have waged long and affected person battled against their students or language errors have come to comprehend that making mistakes is an inventible part of getting to know. Error and mistakes theoretically are unique phenomena. An error is a result of the dearth of expertise of the language rules, at the same time as a mistake is the result of imperfection in producing speech due to fatigue, intention and slip element.

4. Writing

Writing is an indivisible portion of the entire learning prepare that the understudies amid their ponder at school. Children must be given a write since their linguistic, cognitive abilities and writing ones as well will be progressed by giving them an appropriate instructing. Creating writing ability can be done slowly.

5. Adverbial Phrases

According to Wren and Martin “adverb phrases of place (e.g., here there, everywhere, on the wall) and of time (e.g., now, then, yet, today, next Sunday) are also usually placed after the verb or after the object if there is one as. When there are two or more adverbs after a verb (and its object), the normal order is an adverb of manner, adverb of place, adverb of time.

6. SMPN 18 Bandar Lampung

SMAS Swadhipa Natar is one of the educational units with senior high school level. SMAS Swadhipa Natar is located in Bumi Sari, Natar, South Lampung, Lampung.

B. Background of the Problem

In Indonesia, English becomes the first foreign language that is learned by Indonesian. It is taught not only informal but also in non-formal one. English has been generally learned by students since they were kindergarten schools. People are interested in learning English because it becomes important part of human lives. Because of that they take part and join informal or non-formal learning institutions to master English. Because of these reasons, the Indonesian government applies it as the first foreign language that must be learned by students. Four skills must be improved by students in learning English. The learners are expected to be able to master the four language skills; they are called listening, speaking, reading and writing.²

In preliminary research at SMAS Swadhipa Natar, interviewing was done to the English teacher of SMAS Swadhipa Natar, the researcher asked about the students mastery in constructing recount text and adverb phrase. The first problem, she said that many students still got difficulties and confused in making sentence in recunt text and making adverb phrase. Some students made mistakes on how to put adverb phrase at the sentences. The second problem of this research is the students are wrong in choosing word class in constructing adverb phrase, the example in a sentence *She is in library*. It should be *She is in the library*.

In English, it is often to hear the terms error and mistake. Errors and mistakes are words that we often encounter in various writings, works and journals. Error and mistake have the same meaning, namely error or mistake. Although both have the same meaning, both have different meanings. Errors are mistakes that are repeated repeatedly and the learner does not know about these mistakes. While a mistake is a mistake made by someone and the learner knows where the mistake is and can correct it.

² Pardiyono, PastiBisa !! Teaching Genre-Based Writing, Andi, (Yogyakarta), 2007, p, iii

Error is the flawed side of learner speech or writing. They are those parts of conversation or composition that are dedicated to some selected norm of mature language performance. Meanwhile, Brown stated that error a noticeable deviation from the adult grammar of a native speaker.³ Language learners have different competencies levels in learning English and they are automatically involved different from error. Mistake is different from error. A mistake refers to the performance of an error that is random guessing or slip. Mistakes are caused by hesitation, slips of the tongue. The learner, who makes mistakes, will sometimes use one form and sometimes the others. This shows an inconsistency.

The students are often making some errors. They often apply Indonesian grammar in their writing. Whereas in every language already has its own grammar rules. It also could from students' errors in internalizing their new system in the target language. They have made wrong generalization in their sentences. Errors can occur because the learning process of students, whether from student fatigue, carelessness, or others. Sometimes the teachers gave incorrect information for students, so the students also required the wrong information and it continued until the next level. From some of these aspects, writing becomes a difficult skill and students often make errors.

Based on the statements above, make error is acceptable. It means that students' errors provide evidence that the teacher must have strategies and do something to avoid students to make errors again. The strategy that can prevent students from making error is error analysis. By using error analysis, the teachers try to identify, describe and explain the errors made by students. It can help the teachers to minimize students' errors in their teaching and learning process. Realizing that error is inevitable in learning process, the teachers should pay attention to their errors. It will help them to avoid making the same error by analyzing the error itself.

³ Brown, H. Douglas, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc, 2000)

Iskandarwassid & Sunendar state that writing skill is the most difficult skill out of the other three skills for the students. Writing is an oblique communication form that needs profound consideration handle. Writing is an indivisible portion of the entire learning prepare that the understudies amid their ponder at school.⁴ Children must be given a write since their linguistic, cognitive abilities and writing ones as well will be progressed by giving them an appropriate instructing. Creating writing ability can be done slowly. The longer time it takes to create the expertise, the way better expertise the understudies might get in applying for and sentence arrange.

Writing is a never one-step activity; it is a continuous imaginative act. After you first write something, you have got as of now been considering what to say and how to say it. Then after you have got composed and make changes and adjustments. You write and change and write and change again until you're satisfied that your writing communicates precisely what you want to say.⁵ The method of writing has generally four steps, make thoughts, organize the thoughts, compose an unpleasant draft and clean your harsh draft by altering it and making modifications.

In writing, students must understand and know about vocabulary, grammar, sentence connection sentence structure, etc. Sometimes the students can speak English fluently but they can not understand in Writing or making article. But the real, most the Indonesian students could not learn English well, especially in Writing. It is usually shown when they write article, paper, or thesis in English. Many students make mistakes when they write essays or articles. Not all students have some abilities in pouring the ideas when they write essays or articles, it is because they do not have an interest in studying writing ability.

⁴ Rita Indriyanti and Zuhdan Kun Prasetyo, *Improving the Experiment Report Writing Skills Through the Discovery Learning Method Department of Science Education*, Jurnal Prima Edukasia, 6 (1), 2018, 104-102-110, (Universitas Negri Yogyakarta: 2018).

⁵ Alice Oshima, and Ann Hogue, *Introduction to Academic Writing(3thEd)*, (United States of America: Pearson Longman, 2017), p.15.

Writing is a complex skill because when we write something, we should choose the words, arrange it into a paragraph by our brain and then use our hands to write it. Moreover, Brown said that writing is a transaction with words where you free yourself from what you presently think, feel and perceive.⁶ It means that everyone who needs to author, he or she does not as it thought around what they will author but they too must pay consideration to the linguistic use.

There are many kinds of genres of writing such as narrative, report, procedure, recount and descriptive. In this research, the writer will discuss recount text. Personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself. There are three types of recount text to be specific, personal recount, imaginative recount, and factual recount, but in this inquire about the analyse center on individual describe content. Grace states that recount text is a text that tells the reader or listener what happen in the past through a sequence of events.⁷

In English lesson there is one material that must be mastered by students, that is recount text. Recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.⁸ Therefore, it means that recount text is text about the experience or event in the past.

Recount text is one of the text genres that the student learns. This text is written with the purpose to inform the readers or people about something that happens in the past. The purpose of recount text is to list and describe past experiences by retelling

⁶ H. Douglas Brown, *Teaching by Principle Approach to Language Pedagogy(2ndEd)*, (California: Longman University Press, 2000) p. 337.

⁷ Dian Sukma, *A Study on Writing Recount Text*, Journal of English Education Vol. 1 No. 1, (University of Pasir Pangaraian, 2015), p.66.

⁸ Natanael Saragih, Roswita Silalahi, Hilman Pardede, *The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*, IOSR Journal of Humanities and Social Science (IOSR-JHSS), Vol. 19, No. 1, Ver. XII, (February 2014), p. 57.

events in the order in which they happened.⁹ Concerning this matter, the writer chose recount text as teaching material in teaching English because it mostly tells about past events. Recount text also represents variables, which can be used to attract, motivate, inform and entertain the students.

According to Djuharie, Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of an event over time and the purpose is to tell what happened.¹⁰ Recount text begins by telling the reader who was involved, what happened, where this events took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about.

Events are where the students write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words), and of adverb (describe or add more detail to verb). It describes the word of the events which links event such as next, later, when, then, after, before first. The lexico grammatical features of recount focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.

Based on the problem above, the researcher is interested in studying the students problem in writing recount text in using adverbial phrases. It is necessary for researcher to studying this research more deeply with the title "An Analysis of Students' Grammatical Errors in Using Adverbial Phrases the First

⁹ Doni Ramili, *An Analysis On Students' Errors In Writing Recount Text*, (Tanjungpura University: Pontianak, 2013).

¹⁰ Djuharie, O. S, *Genre Text*, (Yrama Widya: Bandung, 2008)

Semester of the Tenth Grade of SMAS Swadhipa Natar The Academic Year 2023/2024.”

C. Focus sub focus of the Research

This research focuses on analysis of students’ grammatical error in using adverbial phrases. The sub-focus of this research are analysis of the teachers and students in writing recount text.

D. Problem Formulation

Based on the background and the sub focus of the research, the problem formulation is as follow:

1. What kind of grammatical errors do the students make in using adverbial phrases in writing recount text in SMAS Swadhipa Natar?
2. What percentage occurs for each type of grammatical in using adverbial phrases in writing recount text in SMAS Swadhipa Natar?
3. What are the sources of errors committed by students in constructing adverb phrases in writing recount text in SMAS Swadhipa Natar?

E. Objective of the Research

1. To find out what kind of grammatical errors do the students make in using adverbial phrases in writing recount text in SMAS Swadhipa Natar.
2. To find out what percentage occurs for each type of grammatical in using adverbial phrases in writing recount text in SMAS Swadhipa Natar.
3. To find out the sources of errors committed by students in constructing adverb phrases in writing recount text in SMAS Swadhipa Natar.

F. Significance of the Research

The significances of the research follow:

1. Theoretically

The implication of this research was support the previous theories about an analysis of students' grammatical errors in using adverbial phrases at the tenth grade of Senior High School.

2. Practically

a. For Students

This research provides an opportunity for students to find errors in using adverbial phrases in writing recount text. In addition, students know the difference between errors and mistakes and know the types of errors so that students can improve their writing skills.

b. For Teacher

It is hoped that the result of this research can be one of the bases for teachers to find out the mistakes that are usually made by students. Then, the teacher will be able to predict errors that may occur to students so that they can overcome these problems. In addition, to stimulate teachers to find new approaches that are suitable for learning English as a subject in schools.

c. Other Researcher

The results of this research are expected to provide awareness to other researchers that there are many educational problems. Moreover, it can make a valuable contribution to ether researchers wishing to research in the same field. They can use this research as additional information for further reading.

G. Relevance of Studies

There are previous researches which relevant to this study. First, research Slamet Budiono entitled "An Analysis of the Noun and Adverbial Phrases of the Students' News Item Texts". This

research uses descriptive design with qualitative method. The instrument used were observation, interview and documentation. The result of thus research is the writer found that there were adverb phrases and noun phrases. The most dominant kind of adverb phrase in the students' news item text was adverb of place. There were some kinds of noun phrase in the students' news item text, those were noun phrases were formed by adding some words in front of or in the behind of the head word or keywords.¹¹

The second research, from Gadis Selvia Sitorus, and Kammer Sipayung entitled "An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan". This research uses descriptive qualitative research. The result of this research, the researchers found the total number of phrases errors are 145 from all types of phrases available.¹²

The third research, from Doni Ramili, is entitled "An Analysis of Students' Error in Writing Recount Text". Technique used in this research is observation that is an indirect observation that means the observation is done to the students who have the problem as the samples. The tool of collecting data in this research is the questionnaire. In analyzing data, the researcher uses descriptive analysis technique (percentage). The result of this research is the researcher found the students error at writing total of 275 errors in writing Recount text which consist of 95 or 34.54% errors in writing content of the text, 21 or 7,63% errors at vocabulary, 123 or 44,74% errors at grammar and 36,9% errors at mechanics.¹³

Fourth, Alvina Yolanda, Bambang Wijaya, Endang Susilawati, is entitled "A Grammatical Error in Oral Recount of Eight Grade Students". The method of this research was

¹¹ Slamet Budiono, *An Analysis of the Noun and Adverbial Phrases of the Students' News Item Texts* (IAIN Salatga, 2016)

¹² Gadis Selvia Sitorus, and Kammer Sipayung, *An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan*, *A Journal of Culture, English Language, Teaching & Literature* ISSN 1414-3320 (Print), ISSN 2502-4914 (Online) Vol. 18 No.1, 2018.

¹³ Doni Ramili, *An Analysis of Students' Error in Writing Recount Text*, (Pontianak: Tanjungpura University, 2013)

descriptive qualitative. The result of this research is The most frequent type of error was error of misinformation by 141 out of 342 errors occurred. The errors occurred in using of pronoun, linking verb, auxiliary verb, action verb, preposition, and article.¹⁴

The latest research, from Ba Elyza Martiarini and Eva Nurul Candra, entitled “An Analysis of Grammatical Errors in Writing Recount Text at the First Year Classes of English Department”. The result of this research is the researcher found that students generally made three mistakes. The majority of students make mistakes in using the verb, they lack understanding of the change from verb one to the second verb. They also have difficulty in changing from Bahasa sentences to English sentences. They make Bahasa sentences first, then interpret them per word into English, while English has a different pattern to Bahasa.¹⁵

H. Research Method

1. Research Design

The writer was used descriptive design for this research. Denzin and Lincoln in James Schreiber and Kimberly Asner describe qualitative research as “multi method in its focus, involving an interpretive, naturalistic approach to its subject matter”.¹⁶ In this research, qualitative research is the research this produces descriptive data in form of written words from the subject and its behavior that can be observed. The type of qualitative research that uses in this research focus on the description. Qualitative research focuses on participants related to what happens when the qualitative research process is done.

¹⁴ Alvina Yolanda, Bambang Wijaya, Endang Susilawati, *Grammatical Errors in Oral Recount of Eight Grade Students*, (Pontianak: FKIP UNTAN)

¹⁵ Elyza Martiarini and Eva Nurul Candra, *An Analysis of Grammatical Errors in Writing Recount Text at the First Classes of English Department*, (Jakarta Selatan: Universitas Indraprasta PGRI, 2019)

¹⁶ James Schreiber and Kimberly Asner, *Educational Research* (New York: John Wiley & Sons Inc, 2011) p. 10

Other than that, descriptive research is also research in which data collection is used to test research questions or hypotheses relating to circumstances and current events. They report the state of the object or subject being investigated according to what it is. The main purpose of descriptive research is to systematically describe the facts and characteristics of the object and subject being studied appropriately.

From a few definitions over, it can be concluded that descriptive research inquires about what was conducted since the researcher thinks about the students' adverbial phrase errors in writing the text amid the instruction prepared within the classroom. It is important since the author does not do any treatment for the inquired subjects, or maybe looking at them as they are.

2. Data Source

a. Primary Data Source

Primary data is the thesis object that is used as the result of the analysis, whereas in this research the primary data source is an interview with the teacher about the difficulties writing recount text in using adverbial phrases.

b. Secondary Data Source

Secondary data means sources that can help researchers to complete this research. Meanwhile, this thesis uses journals, books, and articles to complete research and find supporting instruments and theories.

3. Research Instrument

Instruments are tools or facilities used by researchers to collect data to find good results. This means that research instruments are what you use to collect information (data) to answer your research questions. Sugiyono stated that in qualitative research the instrument is the researcher, therefore the researcher must validate himself on his ability to conduct

research.¹⁷ It indicates that they emphasized that the human is used as a qualitative research instrument with data coming from words, images and statistics. The instrument that was used by the researcher are interview, questionnaire and text writing task. In this case, the students are asked to make a composition in recount text using the adverbial phrases in three paragraphs consisting of two paragraph or more and 90 minutes of time allocation based on the topics provide. The text was written in the past tense form and the writer give some topics that must be chosen by students. Each student chose one topic and write a recount text in each test. The topics of the test are as follows:

- a. Unforgettable experience
- b. My last holiday
- c. Indonesian independence history

a. Task

In general task is typically an allocated item of labor that must be completed in a specific amount of time. Another definition a task is a piece of classroom work that requires student to comprehend, use, produce, or interact in the target language while their attention is primarily directed toward meaning rather than form.¹⁸ Brown in Meisuri, develops the idea of a mission that seems to encompass the basics. He describes a task as an action that:

- 1) Meaning comes first.
- 2) Some communication issues need to be resolved.
- 3) There is some kind of connection to analogous activity in the outside world.
- 4) Getting the job done has some priority.

¹⁷ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfa Bandung, p.205

¹⁸ Meisuri, "Language Learning Through Task and Activities", *Jurnal English Education*, Vol.6, No.1 (2014):42

- 5) The task's evaluation is based on its results.¹⁹

In this study, tasks were used to test the effectiveness of using Google Forms in reading assessment. The questions have been created by English language teachers with the theme of text procedures. This task is created in the form of a Google form. task distribution process by sharing the Google Form link via WhatsApp group.

b. Questionnaire

According to Arikunto, the questionnaire is a list of questions that is given to the respondent to get their response based on the questions.²⁰ This means that the questionnaire is a tool to get information using a set of questions. Based on Schuman and Presser, there are two types of questionnaire;²¹

1) Open ended questionnaire

An open-ended questionnaire allows the responder to freely answer questions according to their own interpretation and justification; they are not constrained by predetermined response possibilities.

2) Close ended questionnaire

A closed-ended questionnaire is one in which the responder is firmly restricted to a limited number of possibilities from which to select, rather than being given a sufficient range of answers to choose from.

¹⁹ Ibid

²⁰ Ari Kunto in Akmal Faezal Latief, *A Descriptive Study of Learning English By Using English Translation of Al-Quran In GNB English Course*, UIN Surakarta (2020) :39, <https://eprints.iain-surakarta.ac.id.pdf>

²¹ Schuman and Presser in Yakubu Sabo Abdulloh, *Introduction to Archictural Research Method:Questionnaire Research Method* (2019):4 https://www.academia.edu/39137163/Questionnaire_Research_Methodology

This survey is aimed at students separately. Surveys were conducted and distributed to students in the form of Google Forms. In this research, researcher used an close-ended questionnaire. The first step, the researcher distributed the link to students via the WhatsApp group and to teacher shared it private message via WhatsApp. After that, the researcher guided the students on how to fill out the questionnaire. If all students have finished answering the questionnaire, students can send it by pressing the send button. After that, researcher can find out student responses and teacher responses to the use of Google forms in assessing writing.

4. Data Collecting Technique

Data collection is this research using task, interview and questionnaires. The writer collects the results of student tasks in physical form and documentation. The writer collects and documents the student's tasks to find out their writing errors in the use of adverbial phrases in recount text.

5. Data Analysis

After collecting data, researcher analyze the data to obtain research results. Data analysis is an important step in qualitative research because the data is evaluated. The data in this research is presented in a qualitative descriptive manner. Based on data analysis Miles and Huberman are divided into three steps, namely²²:

a. Data Reduction

Data reduction means that the collected data must be summarized and selected based on the type of theme.

²² Miles and Huberman in Sugiyono, p.247-252

b. Data display

Presentation of data means that data can be presented in several ways, namely descriptive, tables, figures, figures, charts. In the second step, after data reduction, the researcher will present the data in the form of tables and descriptions.

c. Conclusion

The last step is drawing conclusions, which means that after reducing and presenting the data, the researcher draws conclusions about the results.

6. Trustworthiness of the Data

The veracity or authenticity of the study's findings are referred to as the research study's validity.²³ This kind of validity is known as reliability or credibility. Numerous methods, including code-recode, interrater comparisons, audit trails, triangulations, replication logic, and stepwise replications, can be used to look into dependability or trustworthiness.²⁴

There are 4 kinds of triangulation;

- a. Triangulation by data source, consisting by time, person, and place.
- b. By the method, such as documentation, observation and interview
- c. By the researcher, using more than one expert to analyse the findings of the research.
- d. By theory, such as recording an audio or video, articles, qualitative data, journal and books.

As previously explained, the researcher employed the method of triangulation to determine the validity of the data. The task and questionnaire were used to verify the validation.

²³ Donald Ary et al., Introduction to research in education (Cengage Learning, 2018), p. 531

²⁴ Ibid, p.536

I. Research Procedure

The researcher conducted the research by following procedures:

1. Formulating the research problem or question or determining the focus of the research. This research focused on An Analysis of Students Grammatical Errors in Using Adverbial Phrase in Writing Recount Text.

2. Determining the subject of the research, in this case the researcher chose the tenth grade students of SMAS Swadhipa Natar.

3. Students' tasks

The researcher took the last assignment of writing recount text in using adverbial phrase given by the teacher as the data that will be analyzed.

4. Collecting the data

The researcher collecting the data from students' task.

5. Identifying and Classifying the data

The researcher categorized the students' grammatical errors in using adverbial phrase in writing recount text based on surface strategy taxonomy.

6. Evaluating, analyzing and calculating the percentage of the error.

The researcher analyzed the students' error and calculate the proportions made by students.

7. Result of the research

The researcher wrote the report of the result.

J. Systematic of the Research

This proposal was arranged by this systematic of the research:

1. First section

The section contained the title page and table of content

2. Content section

a. Chapter I introduction

This chapter consists of title confirmation, background of the problem, focus and sub focus of the research, problem formulation, objective of the research, significance of the research, relevance Studies, research method and systematic of the discussion.

b. Chapter II literature rivew

This chapter consists of frame of theory

c. Chapter III description of the research object

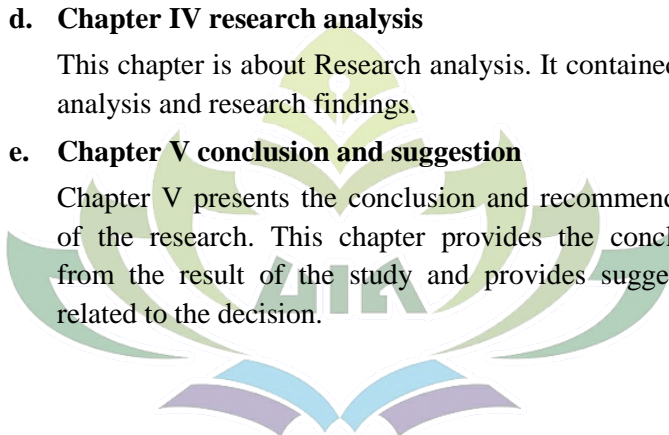
This chapter consists of general description of the object and fact and data display.

d. Chapter IV research analysis

This chapter is about Research analysis. It contained data analysis and research findings.

e. Chapter V conclusion and suggestion

Chapter V presents the conclusion and recommendation of the research. This chapter provides the conclusion from the result of the study and provides suggestions related to the decision.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Error and Mistake

Errors and mistakes are unavoidable issues that would be by the second dialect learners. People can not learn a language without first systematically committing that deviate from some decided on the norm of mature language performance. Teachers and moms who have waged long and affected person battled against their students or language errors have come to comprehend that making mistakes is an inventible part of getting to know. Error and mistakes theoretically are unique phenomena. An error is a result of the dearth of expertise of the language rules, at the same time as a mistake is the result of imperfection in producing speech due to fatigue, intention and slip element. The difference between error and mistake is that error is an ungrammatical utterance which refers to language competence, and mistake is imperfectness of utterance which refers to language performance.

According to Brown, error is noticeable deviation from the adult grammar or a native speaker reflecting the inter language competence of the learner, while mistake refers to performance factor such as: memory, limitation, spelling, fatigue and emotional strain. He also identifies that error is a result from lack of knowledge of the rules of the language.¹ In Performance errors is called mistake, when the term error is reserve for the systematic deviation due to the learner is still developing the second language

¹ H. Douglas Brown, *Principle of Language Learning and Teaching* Eagle Wood Cliff (New York: Prentice Hall, 1980) p. 258.

system.² In conclusion, errors and mistakes in this research aren't differentiated. Therefore, mistakes are taken as any deviation in the usage of the adverbial phrase in writing recount text irrespective of the possible causes.

2. Concept of Errors Analysis

a. The Definition of Error Analysis

There are some definitions of error analysis. One of them is stated by Brown stated that error analysis is the learners do errors and that these errors can be observed, analysis, and classified to reveal something of the system operating within the learner-led to a surge of study of learners.³ The other expert, Corder states error analysis is part of the methodology of the psycholinguistic investigation of language learning.⁴ Moreover, James wrote the fact that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.⁵ Based on the definitions previously, we can conclude that error analysis is a methodology to finding the incidence, nature, causes, and consequences of unsuccessful language with observing, analyzing, and classifying learner's error to give us indication in learning process.

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

² J.C. Richard, *Error Analysis Perspective on Second Language Acquisition* (London: Longman Group, 1974) p. 25.

³ H. Douglas Brown, *Principle of language learning and teaching* (New York: Prentice Hall Inc 1987), p.206.

⁴ S.p Corder, *Error Analysis and Inter-Language* (New York: Oxford University Press 1981), p.45.

⁵ Carl James, *Error in Language and Use* (New York: Longman, 1998),p.1.

communicate effectively.⁶ Everybody attempts to gather something through making mistakes and errors. The kid who learns his native language makes countless mistakes with his linguistic knowledge.

However, he gradually manages to produce acceptable speech and justify it after a series of errors. Given that language is a technique that involves the making of errors and errors, errors are taken into consideration because of the product of gaining knowledge. It's far vital for the English trainer to comprehend that errors made via found out want to be analyzed efficaciously to set up mastering approach correctly. In addition, it's far critical to speak about blunders analysis to underscore the relevance of such evaluation for coaching English as an overseas language. Such an evaluation becomes an important thing for foreign language acquisition.

The study of errors is referred to as error evaluation. This reality that the novices do make mistakes and that these errors can be discovered, analyzed and categorized to show something of the gadget running in the learner, caused a surge of rookies' mistakes called error of the target language studying. Even so, Jain in Richards writes: "the realization that the second learners' errors are potentially important for the understanding of the process of SLA (second language acquisition)."⁷

b. The Types of Errors

There are three main types of errors, they are lexical error, grammatical errors and phonological error. Azar in her book understanding and using English grammar give guidance for correcting writing errors. In the book, the types of errors are explained more details. The errors are classified as: Singular-plural, word form, word choice, verb tense, add the word,

⁶ Dulay.Et al., *Language Two* (New York: Oxford University Press, 1982). p.138.

⁷ Jack. C. Richard, *Error Analysis Perspective on Second Language Acquisition*, (London:Longman Grup, 1974), p.189.

omit the word, word order, spelling, punctuation, capitalization, article and meaning not clear, incomplete sentence, and run-on sentence.⁸ It is a few the classification of error according to Azar. Michaelides in Rahmawati also draws the types of error. According to him the types of error are:

1) Error of performance

Performance is what actually occurs in practice. Errors of performance are errors that occur in speaker's performance. This type of error is the result of the mistake language use and manifest themselves as:

- Repeat, for example; they asked me to keep the bottle away.
- Anticipation, for example; on Wednesday he always buys two loaves of bread.
- A correlation and repeated, for example; they wanted they said they wanted to leave.⁹

These errors are unsystematic and not a very serious problem because the student can correct them. These errors are attributed to carelessness, lapse of memory, sick or emoticon state.

2) Error of competence

Competence is knowing what is grammatically right. Errors of competence are the result of application rules by the learners of the language that do not (yet) correspond to the foreign language norm. These errors are persistent and systematic and in consequence serious and their treatment calls for careful analysis to discover their causes.

Based on the explanation above, error performance related with lapse of memory. The students forgot the rules of the target language. While the error of competence is lack of

⁸ Betty S. Azar, *Understanding and Using English Grammar* (New Jersey: Prentice hall, Inc1989), p.29.

⁹ Ratnawati, *Error Analysis on Students Narrative Writing*, (Jakarta: UIN Syarif Hidayatullah 2004), p.8.

knowledge. The students do not know the rules of target language.

c. Goals of Error

According to Dulay and his friends, there are two major purposes in studying learners' errors:¹⁰

- a. Provides data from which inferences about the nature of the language learning process can be made.
- b. Indicated to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a students' ability to communicate effectively.¹¹

Based on the explanation above, the goals of error analysis is featuring a conclusion in the language learning process and how the students' ability in the target language.

3. Sources of Error

Errors occur domany reasons. One obvious cause is inference the native language. One of strategies to prevent students from making the same errors is by looking at the causes of error itself. Brown distinguishes the causes of error into four chapter. He labels; interlingual transfer, interlingual transfer, context of learning and communication strategies.¹²

- a. Inter-lingual Transfer is the error result by transfering of negative influence of the mother tongue of learner.¹³
- b. Intra-lingual Transfer is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language.¹⁴
- c. Context of learning is overlaps both types of transfer, for example, the classroom with teacher and materials in case

¹⁰ Dulay.Et al., *Op. Cit.*, p.146

¹¹ *Ibid*

¹² Douglas Brown, *Principle of Language Learning Teaching*....p. 223

¹³ *Ibid*, p.224

¹⁴ *Ibid*

of school learning or the social situation in the case of untutored second language learning. In classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Because of that learners often make error because a misleading explanation from the teacher, faulty presentation of structure or word in a textbook.¹⁵

- d. Communication Strategies were defined are related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but at time these techniques can make themselves become a source of error.¹⁶

4. Classification of Error

There are types of error in taxonomy given by linguists. Dulay, et al noted the descriptive classification of errors covered four main types of error. They are linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect.¹⁷

- a. Linguistic Category

Error types based on linguistic category classify the error by combining the language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) with particular linguistic constituent the error effects include the elements that comprise each language component.¹⁸

¹⁵ *Ibid*, p.226

¹⁶ *Ibid*, p.227

¹⁷ Dulay et al, *Language Two*...., p. 146.

¹⁸ *Ibid*

b. Surface Strategy Taxonomy

In this type, the learners may omit necessary items or add unnecessary one, they may misform items or misorder them.¹⁹

c. Comparative Taxonomy

Comparative taxonomy is the comparison between the structure of the second language error and certain other type contractions. This type usually compare error made by learner when learn target language in the native language.²⁰

d. Communicative Effect Taxonomy

Different from the other taxonomy. Communicative Effect Taxonomy classifies errors from the perspective of their effect on the listener and the reader. This type focus on distinguishing between error that seem to cause miscommunication.²¹

5. Concept of Surface Strategy Taxonomy

James states that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”.²² In addition, according to Dulay et al, a surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items of add unnecessary ones; they may misform items or misorder them.²³ By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the

¹⁹ *Ibid*, p. 150.

²⁰ *Ibid*, p. 163

²¹ *Ibid*, p. 189

²² James, Readings on Applied Linguistics (Surakarta:Muhammadiyah University,2009), p.144

²³ *Ibid*,p.150

interim principles to produce the target language. Furthermore, James states that under this category, errors can be classified in to four types: omission, addition, misformation, and misordering.

1. Omission

Dulay et.al, states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.²⁴ In other words, an utterance of a sentence is said to exhibit omission error if it omits any necessary item used in well-formed sentence of utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morpheme are omitted more than the others.

For example:

(Erroneous) She the smartest student in my class.

There has omission of auxiliary of to be:

(Correct) She is the smartest student in my class.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance.²⁵ It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.

²⁴ *Ibid*,p.154

²⁵ *Ibid*,p.156

For instance : (In Past Tense).

(Erroneous) : we didn't went there.

(Correct) : we didn't go there

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns.⁴⁵ ²⁶In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Laura came to her mother house 2 months ago.

There has regularization of regular past, the verb come does not become came, because come is irregular verb .

(Correct) : Laura came to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I can played the game.

There has simple addition of verb one after modal

(Correct) : I can play the game.

3. Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors

²⁶ *Ibid*,p.157

the learner supplies something, although it is incorrect, there are three types of misformations errors, they are:²⁷

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *rinned* for *run*, *hissself* for *himself* for *gooses* for *geese*. For instance, in these following sentence:

(Erroneous) : He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*.

(Correct) :He *rode* his motorcycle.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. Forinstance, in this following sentence:

(Erroneous) :This pencils are mine.

This is not appropriate for plural, the appropriate one is these.

(Correct) :These pencils are mine.

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other.

For instance, look at these sentence below:

(Erroneous) : I *written* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past santence.

(Correct) :I *wrote* a letter yesterday.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.²⁸ For

²⁷ *Ibid*,p.158

instance, look at these sentences below: I did not know why was she sad. It should be, I did not know why she was sad. Because the placement to be was is wrong.

6. Concept of Grammar

According to Manurung, "Grammar is very important to be mastered because the grammar is closely related to the structure of language, the form and type of words and how words are combined into phrases or sentences."²⁹ Therefore, grammar is a scientific translation of language. Grammatical errors in foreign languages are unavoidable and certainly occur. This error is caused by several factors, including the impact of the authentic language, immoderate generalization, no longer knowing grammatical rules, or grammatical regulations being misunderstood. Grammar is very important to examine and master, due to the fact grammar is used to making a word or sentence will be meaningful. If writing does not use grammar then the writing cannot be understood, accordingly to have meaningful and best writing, the writer have to use appropriate grammar. The students need grammar to make a good sentence. Grammar is a system of language.

Thornbury states grammar is a description of the rules that govern how a language's sentences are formed.³⁰ It means grammar is the framework of dialect to assist the client to organize, combine, and relate each word to form significant sentences, to communicate thoughts and data. In teaching English as a foreign language, the scholars want to master grammar because by getting to know grammar college students can be in a position to speak and write English successfully. It is a fact that specific nations have specific languages and every language has a different device that's

²⁸ *Ibid.*, p.162

²⁹ Elyza Martiarini and Eva Nurul Candra, *An Analysis of Grammatical Errors in Writing Recount Text at the First Year Classes of English Department*, (Dosen Universitas Indraprasta PGRI: Jakarta Selatan), p.41.

³⁰ Scott Thornbury, *How to Teach Grammar*, (London: Longman, 1999), p.1

called grammar. So, as an amazing teacher, he or she has to be capable of making the students recognize a few policies in mastering grammar in the class.

7. Concept of Writing

Iskandarwassid & Sunendar state that writing skill is the most difficult skill out of the other three skills for the students. Writing is an oblique communication form that needs profound consideration and handling. Writing is an indivisible portion of the entire learning process that the understudies must ponder at school. Children must be given a chance to write since their linguistic, cognitive abilities and writing ones as well will be progressed by giving them an appropriate instruction. Creating writing ability can be done slowly. The longer time it takes to create the expertise, the better the expertise the understudies might get in applying for and sentence arrangement. There are four steps in any kind of writing:

1. Planning → Plan what they are going to write (about the main issue, the choice of language, and the content of the structure).
2. Drafting → Doing the first draft from beginning to end, without going back (use the idea for a draft).
3. Editing → Proofreading for grammar, spelling, punctuation, diction, sentences and paragraph structures.
4. Final version → Edited their draft, making the changes they consider to be necessary; they produce their final version.³¹

From the explanation above, it can be concluded that writing is an important skill to be learned by students. There are four steps in any kind of writing, planning, drafting, editing and final version.

³¹ Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004)

8. The Types of Writing

Students 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 text easily, the explanation is drawn up into a table as follows:

Table 2.1. The Type Of Writing³²

Text Type	Example of Text	Explanation
Narrative	<p>Orientation:</p> <p>A very long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy.</p> <p>Complication:</p> <p>But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.</p> <p>Resolution:</p> <p>The gods didn't want to see him sad and heart broken. They help the farmer by building a gorgeous, colorful bridge. The farmer can climb the sky and then see his wife and son again.</p>	Narrative text is the type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.
Recount	<p>Orientation:</p> <p>Last Monday, I came late to my school because I played playstation untill 2.00 am in</p>	Recount text is a piece of text that retells past events, usually in the order in

³² Mark Anderson and Kathy Anderson, *The Types in English 2*, (South Yarra: MacMillan education Australia PTY LTD, 2003), p. 3-5

	<p>the night. Because that I woke up late.</p> <p>Events: I woke up about 6.45 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.</p> <p>I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.30 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.</p> <p>Re-orientation: It was my bad experience and I hoped I would not do that again.</p>	<p>which they happened.</p> <p>The purpose is to give the audience a description of what occurred and when it occurred.</p>
<p>Procedure</p>	<p>Goals To make breakfast sandwich</p> <p>Ingredients: Two slices of sandwich bread 2 slices of Cheddar cheese 2 slices of Tomato Tomato and Chili sauce Corn Salad 2 slices of Lettuce leaves</p>	<p>Procedure tet is a piece of text that gives instruction for doing something. The purpose is to explain how something can be done.</p>

	<p>2 slices of Ham Egg Mayonnaise</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Firstly, toast the bread on the pan with a block of butter. Cook until brown. Then scramble the egg until cooked. 2. Second, wash the slices of lettuce. Put the slices on the bread toast and layer with ham and scrambled egg. 3. Then, add corn salad with mixed mayonnaise, sliced tomato, cheddar cheese, tomato sauce, and chili sauce. 4. Next, put the slice of bread on the top to cover them 5. After that, put the sandwich in the plastic and cut it into two. It will be easier to eat when the sandwich is cut in plastic. 6. Finally, serve it with a cup of fresh orange juice. 	
Descriptive	<p>Identification</p> <p>This is my lovely cat, his name is Tom. I took care of him since he was a kitten when I bought it at the pet shop. Tom is currently 5 months old.</p> <p>My cat belongs to the</p>	<p>Descriptive text is a piece of text that describes living things or non-living things. Ist purpose is to describe to audience the characteristic of</p>

	<p>American Shorthair breed so it has short and soft fur. Tom has a petite body and a very cute face.</p> <p>Description</p> <p>Tom grew into a very healthy cat because he always eats regularly so that his body continues to grow. He has a very beautiful long brown fur, the fur is also very soft and very comfortable to touch. Tom has black eyes with sharp pupils when outdoors.</p> <p>His eyes will look very cute when he is in the room because his pupils will turn big so he will look like a spoiled and obedient cat.</p>	<p>people, animals, or places.³³</p>
<p>Report (Information Report)</p>	<p>General Classification</p> <p>Komodo dragon is the largest lizard on earth. It lives within the scrub and land of some Indonesian islands.</p> <p>Komodo dragon is the world's heaviest lizard, advising one hundred fifty pounds or a lot of.</p> <p>Description</p> <p>The most important Komodo ever measured was quite ten</p>	<p>An information report text is a piece the text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior and qualities. Its purpose is to classify, describe or to present</p>

³³Pradiyono, *PastiBisa! Teaching Genre-Based Writing: Metode Mengajar Writing Berbasis Genre Secara Efektif*, (Yogyakarta: C.V. Andi Offset., 2007), p. 33

	<p>feet (3 meters) long and weighed 366 pounds (166 kg). However, the common size of Komodo within the wild is about eight feet (2.5 meters) long and two hundred pounds or 91 kg. Komodo has gray scale skin, a pointed snout, powerful limbs, and a muscular tail. They use their keen sense of smell to find decaying animal remains from many miles away.</p>	<p>information about a subject.</p>
--	--	-------------------------------------

9. Concept of Recount Text

a. Definition of Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. Recount is a reconstruction of something that happened in the past. According to Davies, a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence.³⁴

b. Types of recount text

Recount is divided into 3, namely:

1. Personal Recount

Recount that tells a personal experience in the past.

2. Factual Recount

³⁴ Ida Yulianawati, *An Analysis of Students' Difficulties in Writing Recount Text A Case Study at a Senior High School in Indramayu*, Journal: English Focus, (Wiralodra University, 2018), p.42.

Is a form of a recount that tells the facts that have happened in the past.

3. Imaginative Recount

Namely recount based on imagination or imagination.

4. Historical Recount

The text that tell about historical events.

c. Characteristics of Recount Text

Recount text has the following characteristics:

1. Using past tense
2. Use the verb action
3. Using conjunction
4. Use adverbial phrases (adverb of time and adverb of place)
5. Linking the sequence of events based on chronological events.

d. The Purpose of Recount Text

The purpose of recount text is to provide information or to entertain the reader so there is no conflict. Because recount text is a type of text that retells events or events experienced in the past, the function of the recount text itself is to attract the attention of the reader and provide entertainment for the reader.

e. Generic Structure of Recount Text

The generic structure of the recount text is as follows:

1. Orientation

In this section, the author explains what themes and how the setting of the story.

2. Events

Namely, events that occur begin to be told by the writer based on the chronological events.

3. Re-orientation

Reorientation can be called the conclusion in the story that is giving the conclusion of the story.

10. The Language Features of Recount Text

Recounts usually include the following language features:

- a. Proper nouns to identify those involved in the text.
- b. Descriptive words to give details about who, what, when, where and how.
- c. They use of the past tense to retell the events.
- d. Words that show the order of events (for example, first, next, then).

The points above can be summed up in table below:

Table 2.2. The Language Features of Recount Text

No	Language Features of Recount Text	Example
1	Proper Noun	Doni, Ragunan, Disneyland, Mount Bromo, etc.
2	Descriptive Word	Beautiful, careful, clever, etc.
3	Past Tense	Walked, visited, saw, etc.
4	The Word of order of events	First, second, last, etc.

The language features has significant role to help in getting the point of the story. The audience can identify those who involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by looking for the tense

used, the use of past tense directly showed that the text is recount which retell past events always used past tense.

11. Concept of Phrase

a. Definition of Phrase

Phrases are groups of words that are interrelated but do not contain a subject and verb elements. By understanding how to form and function, will make it easier for a writer to make variations in an article. According to Verspoor and Sauter “A phrase can consist of one word or more words. If it consists of more words, it usually has one 12 concerned.” From this annexation, these words made a new explanation or clarified the meaning. “Phrases can also be analyzed into constituents, each with a function and realization. The head of a phrase is realized by a noun, pronoun, verb, adjective, adverb, or preposition” said Verspoor and Sauter.

b. Types of Phrase

Phrases in English can be divided into several types, including:

a) Noun phrase

A noun phrase is a phrase that is the result of combining a noun, pronoun, or number. as for the sentence patterns to form a noun phrase, namely:

1. Noun + noun. Example: *Pizza box*.
2. Noun + of + noun. Example: *declaration of independence, city of angels, and age of empire*.
3. Determiner + adverb + adjective + noun. In this pattern, there is an additional adverb or adjective before a noun to explain the object more clearly. example: *extremely dangerous sport, a totally gorgeous boy, etc*.

b) Adjective phrase

An adjective phrase is a collection of words that describe a subject or object in a sentence. An adjective in an adjective phrase can appear at the beginning, middle, or end of a sentence and can be used before or after the subject or object. Example: *Extremely happy, Greyish brown, Beautifully painted.*

c) Adverbial phrase

Adverbial phrases are word groups consisting of adverbs with qualifiers (too, very, so, enough, etc) or groups of words such as: prepositional phrases or infinitive phrases that function like adverbs. Like adverbs (adverbs), an adverbial phrase can also explain verbs, adjectives, or other adverbs and can also occupy various positions in a sentence. example : *The turtle walks very slowly.*

d) Prepositional phrase

Prepositional phrase is a combination of two or more words that provide information about a place, time, or condition. This phrase is usually preceded by a preposition and followed by the object of the preposition. sentence patterns that have this phrase:

1. Preposition + Noun, Pronoun, Gerund, or Clause
2. Preposition + Modifier(s) + Noun, Pronoun, Gerund, or Clause

Example: *I will sleep all day long at home.*

e) Infinitive phrase

An infinitive phrase is a phrase that consists of an infinitive, an object, and/or a modifier. A modifier is a word, phrase, or clause that functions as an adjective or adverb that describes another word or group of words, in this case, the infinitive. Example: *to eat breakfast, to run through the rain.*

f) Gerund phrase

Gerund phrases are nouns that act as subjects, objects, or complements. Gerund phrases add more detail to a noun. Gerund phrases will not be formed completely without the addition of objects, modifiers, or both. For example: *Eating shellfish quickly is a bad idea, his singing.*

g) Participial phrase

Participle phrase is a combination of "Participle" (Present participle and past participle), with complement or modifier. A modifier is a word, phrase, or clause that functions as an adverb for the participle; while the complement can be an object if the participle is a transitive verb. Participle Phrase is a Phrase that has a Subject + Verb. Example : *The girl wearing a black dress is my sister.*

h) Appositive phrase

An appositive phrase is a word or phrase that functions to explain or describe the noun or pronoun that it follows. Appositive serves to provide additional information from the noun or pronoun it follows and is flexible. Example : *His dream, to win, has made him work harder.*

i) Absolute phrase

An absolute phrase is a group of words that modify an independent clause as a whole. An absolute phrase consists of a noun and with a modifier (which often, but does not always include participle or participial phrases). as for the pattern to compose a sentence using an absolute phrase:

Noun/Pronoun + Participle + Absolute Phrase +- Object.

Example: *Planning to take the medical school, Vania joins the Red Cross organization.*

12. Concept of Adverbial Phrase

a. Definition of Adverbial

Delahunty and Garvey, the following are examples of adverb phrases:

- a) Adamantly (adverb alone)
- b) Quite reluctantly (adverb modified by intensifier)
- c) Extremely clumsily (adverb modified by degree adverb)³⁵

From a functional point of view, each adverb phrase must contain an adverb, which must be an adverb; this adverb may be modified by an intensifier.

b. Definition of Adverbial Phrase

Adverbial phrase has an adverb as their headword. An adverbial phrase is a collection of phrases that have no difficulty or verb pattern, the place the core of the sequence of phrases lies in the adverb. Adverbial phrases are used to supply a “more” rationalization of an adverb. For example, “slowly”, “slowly” is an adverb, but can be explained in extra elements to “very slowly” or “quite slowly”, or with different explanations relying on the situation and conditions. It has worked as an adverb to modifier a verb, an adjective or another qualifier. It is (alternatively) joined by a degree marker for example very, too, extremely, really.³⁶

³⁵ Slamet Budiono, *An Analysis of the Noun and Adverbial Phrases of the Students' News Item Texts*, The Thesis for the Degree S1, (IAIN Salatiga, 2016), p.18.

³⁶ Gadis Selvia Sitorus and Kammer Sipayung, *An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan*, Journal of Culture, English Language, Teaching & Literature Vol. 18 No.1; July 2018, (Soegijapranata Catholic University, Indonesia), p.84.

c. Types of Adverb Phrase

According to Wren and Martin “adverb phrases of place (e.g., here there, everywhere, on the wall) and of time (e.g., now, then, yet, today, next Sunday) are also usually placed after the verb or after the object if there is one as. When there are two or more adverbs after a verb (and its object), the normal order is an adverb of manner, adverb of place, adverb of time. Adverbs of frequency, which answer the question How often? (e.g., always, never, often, rarely, usually, generally) and certain other adverbs like already, hardly, just, quite are normally put between the subject and the verb if the verb consists of only one word; if there is more than one word in the verb, they are put after the first word.”

Several types of adverb phrases, including:

- Manner
Example: well, badly, accurately, quickly
- Place
Example: here, there, in the laboratory
- Time
Example: now, yesterday, in 2000 indefinite frequency
often, seldom, usually
- Definite frequency
Example: monthly, never, once a year
- Degree/extent
Example: slightly, considerably, totally
- Probability
Example: possibly, probably, certainly
- Attitude/opinion
Example: naturally, surprisingly, in my opinion
- Aspect
Example: technically, politically, scientifically

Based on the statements above, the writer can be concluded that the types of adverb phrases are adverb of manner, adverb of place, adverb of time, adverb of definite frequency, adverb of degree/extent, adverb of probability, adverb of attitude or opinion and adverb of aspect.



REFERENCE

- Anderson, M. a. (2003). *The Types in English 3*. South Yarra: MacMillan Education Australia PTY LTD.
- Betty, A. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice hall, Inc.
- Brown, H. (1980). *Principle of Language Learning and Teaching Eagle Wood Cliff*. New York: Prentice Hall.
- Brown, H. (1987). *Principle of Language Learning and Teaching*. New York: Prentice Hall, Inc.
- Brown, H. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice hall, Inc.
- Brown, H. D. (2000). *Principle of Language Learning Teaching* . New Jersey: Pretice Hall Inc.
- Brown, H. D. (2000). *Teaching by Principle Approach to Language Pedagogy(2ndEd)*. Clifornia: Longman University Press.
- Budiono, S. (2016). *An Analysis of the Noun and Adverbial Phrases of the Students' News Item Texts*. IAIN Salatiga: The Thesis of The Degree s1.
- Chart, M. M. (1995). *Discourse Analysis for Language Teacher*. New York: Cambridge University Press.
- Corder, S. (1981). *Error Analysis and Inter-Language*. New York: Oxford University Press.
- Creswell, J. W. (2002). *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Ppearson Education.
- Daulay, H. e. (1982). *Language Two*. New York: Oxford University Press.

- Exdriko, Y. L. (t.thn.). *Teaching Writing Descriptive TExt by Using Collaborative Technique*. Bung Hatta University.
- Frankle, J. R. (2009). *How To Design and Evaluate Research in Education*. Boston: The McGraw-Hil Companies, Inc.
- Indriyanti, R. d. (2018). Improving the Experiment Report Writing Skills of Fifth Gradeers Through the Discovery Learning Method Department of Science Education. *Jurnal Prima Edukasia*, 6(1) Universitas Negeri Yogyakarta, 104-102-110.
- James. (2009). *Readings on Applied Linguistics*. Surakarta: Muhammadiyah University.
- James, C. (1998). *Error in Language and Use*. New York: Longman.
- Lodico, M. G. (2010). *Methods in Educational Research*. San Fransisco: Jossey Bass.
- Martiani, E. a. (t.thn.). *An Analysis of Grammatical Errors in writing Recount Text at the First Year Classes of english Departement*. Jakarta Selatan: Universita Indraprasta.
- O.S, D. (2008). *Genre Text*. Bandung: Yrama Widya.
- Oshima, A. a. (2017). *Introduction To Academic Writing* . Unitid States of America: Pearson Longman.
- Pradiyono, A. (2007). *PastiBisa! Teaching Genre-Based Writing Metode Mengajar Writing Berbasis Genre Secara Efektif*. Yogyakarta: C.V. Andi Offset.
- Ramili, D. (2013). *An Anlysis of Students' Errors In Writing Recount Text*. Pontianak: Tanjungpura University.
- Ratnawati. (2004). *Error Analysis of Students Narrative Writing*. Jakarta: UIN Syarif Hidayatullah.
- Richard, J. (1974). *Error Analysis Prespective On Second Language Acquisition*. London: Longman Group.
- Saragih, N. R. (2014). The Effectiveness of Using recount Text To Improve Writing Skills for Grade III Students of Kalam

Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Vol. 19, No. 1, Ver. XII.

Schreiber, J. a. (2011). *Educational Research* . New York: John Wiley & Sons Inc.

Sitorus, G. S. (July 2018). An Error Analysis of Using Phrases in Writing Recount Text at the Tenth Grade in SMA Parulian 2 Medan. *A Journal of Culture, English Language, Teaching and Literature*, Vol. 18 No 1:.

Sudijono, A. (2008). *Pengantar Statistyk Pendidikan*. Jakarta: PT. Raja Grafindo Persada.

Sukma, D. (2015). A Study On Writing Recount Text. *Journal of English Education Vol. 1 No. 1*.

Thornburry, S. (1999). *How To Teach Grammar*. London: Longman.

Yulianawati, I. (2018). *An Analysis of Students' Difficultie in Writing Recount Text A Case Study at a Senior High School in Indramayu*. Wirolaka University: Journal English Focus.

