

**AN ERROR ANALYSIS ON THE USE OF ACTION VERBS ON
RECOUNT WRITING MADE BY THE ELEVENTH GRADE
STUDENTS OF SMA NURUL AMAL PALEMBANG IN ACADEMIC
YEAR 2016/2017**



UNDERGRADUATE THESIS

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by

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DEDICATION

With all of my love, I dedicate this thesis to:

- ❖ *For Thanks God, who has given blessing and ,mercy*
- ❖ *My beloved father Mulyadi and mother Maisaro who have given full of love, attention, motivation and pray. Thanks for all your affection endless love. Without them, she is nothing*
- ❖ *My gorgeous brothers M. Haidir soleh , Maulana Yusuf and Haziq Soleh who have given me support and motivation.*
- ❖ *My gorgeus Sisters Ayu Rohayu And Azaara Crystalia*
- ❖ *My advisors Mrs. Dr. Dewi warna, M.pd and Mrs.Amalia Hasanah, M.Pd for their great contribution, guidance, kindness, and patience in finishing this thesis.*
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- ❖ *All of big family of PBI 2012 especially PBI 01 that I cannot mention here one by one who had shared the time, experience together and giving me a wonderful togetherness.*
- ❖ *My college English Education Study Program of UIN Raden Fatah Palembang.*

MOTTO

Pray, Attitude, Knowledge, Skill and Action

STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if none day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, March 2017

The writer

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Palembang
The writer,

DM

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1. Copy of Student Card
2. Copy of Diploma
3. The TOEFL Certificate
4. The Advisor Approval
5. Proposal Consultation Card
6. Title Approval
7. Copy of Certificate Computer, KKN, BTA, and OSPEK
8. The result of Comprehensive Exam
9. Thesis Consultation Card
10. Revision Consultation Card

ABSTRACT

This study was carried out to analyze students' error on the use of action verbs on recount writing made by the eleventh grade students of SMA Nurul Amal Palembang. To analyze the data in this study, descriptive qualitative method was used. The sample in this study consisted of 27 students who come from XI. IPA and XI. IPS classes of the eleventh grade of SMA Nurul Amal Palembang. The data were collected through test to the students. The results of the error analysis process showed that students committed error in three types: omission, addition, and misformation. From the frequency of each error types, there are 5.06% which fell into addition errors and 8.81% which fell into omission errors. Moreover, 86.11% which fell into misformation errors. This study revealed that the most dominant errors on the use of action verbs in recount writing done by the students were in *misformation* (86.11%).

Keywords: Action Verbs, Error Analysis, Types of Error

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study.

1.1 Background

Nowadays, everyone must have skills in English, particularly in writing skill. Writing skill is the most important part in English (Muflikhati; 2013, p. 2, Indahsari; 2010, p. 11) because writing skill is useful in daily life such as to find the best job, to get scholarship and also it makes someone is esier to reach a good position in society. So, it can be concluded that in this era, mastery in writing skill is an important element to be successful in reaching success in the future. In addition, Wright (2011) argues that though live in an era where print media is faltering, and people hand write and email letters out of nevelty rather than necessity, writing skill is important part in English. Based on OECD (2015), people with poor skills face a much greater risk of experiencing economic disadvantage, and are more likely to be unemployed and dependent on social benefits. Conversely, the higher their skills are the better their earnings, their changes of being employed, and of being engaged in society. In short, in this era without it someone may be left behind.

In this world of industrialization and globalization, writing is totally important as a part of human life that cannot be separated. Monaghan (2007, p. 1) debates writing is a principal form of communication, necessary in everyday life, in business, in creativity, in scholarly pursuits; in short, it is not a just tool

of living, it is a tool of survival. Particularly, in education the ability of writing skill is imperatively needed by the students. In relation to Muslim (2014, p. 105) students who are skilled in writing can get better grades than those who are unskilled. Moreover, in education writing is a way to communicate (Trianingsih; 2010, p. 1, Afendi; 2010, p. 3) and it has a role in education (Richard, 1997) cited in (Supatmi, 2013); that is to facilitate students in learning process (lia, 2015. p. 2). It can be concluded that writing is needed by students in learning process because it can help them to facilitate the way to communicate each other.

Learning to write well is difficult and lengthy process because it induces anxiety and frustration in many students. There are many problems that students faced in writing skill such as grammar rules (Tang, 2012, p. 578), organized and intelligible thought (Sugiharto, 2006), spelling (Megaiab, 2014, p. 187), and lack vocabulary (Hiew, 2010 p. 28). To develop writing skill student should learn writing process. While in writing process need the control of content, format, sentence, vocabulary, punctuation, and spelling.

Based on KTSP 2006, one of the English subject's scope in Senior High School student is the ability to understand, and create several short functional and monolog texts (Indahsari, 2010, p. 3). Since writing is significant, there are twelve types of text stated in syllabus for Senior High School student they are procedure, descriptive, recount, narrative and report, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review (depdiknas, 2006). Recount text is one of genres taught in the tenth grade

students of Senior high school based on the curriculum. Therefore, recount text is one of the materials which must be taught to the students at school. And it is important for the students to learn and understand about the materials of recount text well.

Recount text is a text that retells some experience in previous time, its purposes are to entertain, inform and reflect the audience (Indahsari, 2010; & Karani, 2008). In addition, Ramli (2013, p. 2) asserts that the purpose of recount text is to tell past experiences by retelling events in the order in which they happened. Also in the context of communication recount text can be used by the student to tell other about something or activities that they had done in the past (LPMP Sumsel, 2007, p.1).

In writing recount text student must know about generic structure and language features (Haris, Ansyar & Radjab, 2014, p. 56) and social function of the text (Sari, Refnaldi & Rosa, 2013, p.75). In process to learn recount text sometimes or usually students make some errors in grammatical such as learning tenses, pronoun, preposition and verbs. As supported by Umiyatun (2010, p. 20) it is difficult for students to write recount text especially in matters such as vocabulary, spelling, grammar, and punctuation. Errors in grammatical that student faced to learn in recount text are unavoidable (Ista'in, 2015, p. 2). But by making error in recount text student can identify what kind of error in grammatical that they produced. Tenses used in recount text is simple past tense and verb in recount text is past form.

Verb is one kind part of speech to make good sentence and good paragraph (Ista'in, 2015, p. 3). According to form of verb ,there are several kinds of verb used in recount text, which are linking verb, auxiliary verb, action verb and helping verb. In this study, the researcher just focused on analyzing some errors that student produced of the use action verbs in recount text. Action verb indicates an action done by subject (Risdiyanto, 2010, p. 7) and it expresses something that a person, animal, object or process in nature can do. According to (Warriner, 1982, p. 49), action verb is the action expressed by a verb may be physical action or mental action. Physical action: *jump, shout, search, carry, run*. Mental action: *worry, think, believe, imagine*. In other word, action verb is a verb that shows an action and it expresses something that the subject had done.

Action verb is one kind of verb used in writing recount text. Action verb is part of language features that student should learn and understand how to use it in writing recount text. In line with (Boardman, 2008) usually in recount text, particularly part of language features found the use of action verbs to refer to the event. Based on the explanation above, it can be concluded that the use of action verbs in writing recount text is significance. Therefore, the emphasis on action verb enables instructors to document the skill sets students are expected to achieve as the result of completing the course (Jeffrey S. Navid & Nate McClelland, 2013, p.19). In brief, action verb is important part in recount text because it can help to measure students' ability in recount text.

In process to learn writing recount text sometime or usually students make some errors in the use of action verbs. There are some examples of errors that students procuded of the use action verb in recount text . First, students get confused how to use verb in recount text. for example : in a sentence “I was hope” it is incorrect sentence, the correct sentence is “ I hoped” or “I was hoping” in this case of errors student didn’t know which one the sentence that should use verb “be” or action verb or both of them (Richard, 1974). Another example is students get errors of the use action verbs in the form of regular and irregular. For example : in the sentences “ I spended my hollidays in the village” “ I getted new friends” and “I walk on the mountain last year”. They are wrong sentences because the correct sentence are “ I spent my hollidays in the village” “ I got new friends” and “ I walked on the mountain last year” . In this case of errors students cannot differentiate how to use regular and irregular verbs. Commonly students know they regular of action verbs in past tense only add -d/ed while for irregular of action verbs, there are no specific ways to change the action verb to past form because the students have to memorize all of unpredictable change. Meanwhile, the students also face some difficulties in composing in writing recount text especially in terms of tense, grammatical features, and vocabulary.

Based on preliminary study through informal interview with the teacher and students at the eleventh grade of SMA Nurul Amal Palembang the reseacher found some difficulties related to this study, they are; English teacher at the Eleventh grade of SMA Nurul Amal Palembang said that recount text is

one kind of text that is difficult to understand when she teaches it to the students. And then many students did not know what action verb is and also they cannot understand how to use verb when they create some sentences or paragraphs in recount text, and the last they have lack in vocabulary.

Some researchers have previously explored those related to this study; The first study had been conducted by Pradhoto (2013), entitled “ An Error Analysis of Using Simple Past Tense in the Sentence Made by the First Year Students of SMA 2 Salatiga in the Academic Year 2012/2013.” In this study, he described the kind of error, the percentages of error of using simple past tense in sentence made by the students and attempt made by the English teacher to overcome the errors. The result of his study showed that the students produced some errors; over-generalization, ignorance of rule restriction, and false concept hypotheses. The second was done by Yuniarti (2014), entitled” An Error Analysis of Students’ Ability in Using Regular and Irregular Verbs (A case Study at the Second Grade of SMP YPN Bojong Gede”. In her study, she analyzed the types of error and found out the sources of error. The result of her study showed that the students made the total of 449 errors and the results of the error analysis process showed that students committed error into three types: omission, addition, and misselection/misformation. From the frequency of each error types, there are 10.25% errors fell into addition and 18.70% errors fell into omission. Moreover, 71.05% fell into error of misselection/misformation which was the most frequently produced by the students.

The last previous study was conducted by Ista'in (2015) entitled "An Error Analysis of Using Action Verb in Recount Text Made by the First Year Students of SMA Kartika III-1 Banyubiru in The Academic Year 2013/2014". In this study he showed that 1) type of errors are over-generalization, ignorance of rule restriction and addition, 2) the dominant error is shown in errors in applying the action verb in recount text that 85,71 %, 3) the writer gives solution that English teacher can use drilling-pattern of regular and irregular verb to overcome the student error. And also the existence of errors caused some factors, such as mother-tongue interference, overgeneralization and encouraged by teaching material or method. The writer also found that the most sources of errors is overgeneralization

Because short functional and monolog text is an important matery in process to learn English in senior high school, it is very important for the students to master the kinds of text, and also to know the capability of students' errors in grammar knowledge, particularly how to use tenses and verbs in a text. The researcher is interested to make a research in term of analyzing the types of error and the dominat error on the use of action verbs in recount writing made by the eleventh grade students of SMA Nurul Amal Palembang. By seeing this fact, an analysis is needed in order to know in what type of errors and in what are the dominant errors that the students produce. The researcher considers that by knowing the students' error, it may help to determine which grammatical features that should be more stressed than others. Later, it may also give some contributions on the teaching of English.

Based on the explanation above the researcher, was interested in analyzing some errors of the use of action verbs in recount writing. And the researcher carried out the study entitled “ An Error Analysis on The Use of Action Verbs on Recount Writing Made by The Eleventh Grade Students of SMA Nurul Amal Palembang in The Academic year 2016/2017”.

1.2 Problems of the Study

Based on the general background of the study above, this study aims to answers the following questions:

1. What are the types of errors produced on the use of action verbs on recount writing made by the eleventh grade students of SMA Nurul Amal Palembang?
2. What are the dominant errors on the use of action verbs on recount writing made by the eleventh grade students of SMA Nurul Amal Palembang?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out what the types of errors are produced on the use of action verbs on recount writing made by the eleventh grade students of SMA Nurul Amal Palembang.
2. To find out what dominant errors on the use of action verbs on recount writing are made by the eleventh grade students of SMA Nurul Amal Palembang.

1.4 Significance of the Study

Significance of this study are:

1. For students of SMA Nurul Amal Palembang

This research is expected to help the students to be aware of the errors. It is also expected that they are able to know their lack and ability in recount text especially how to use action verbs in recount text. So they will prevent themselves to make the same mistakes in next time when they want to create some paragraph or sentences in recount text.

2. For teachers of SMA Nurul Amal Palembang

It can help the teacher to prepare the English writing recount text material and can be used to give more attention to errors made by the students in learning writing recount text. Then the teacher will explain how to use action verbs in writing recount text comprehensively and find the best method in teaching writing recount text.

3. For other researchers

Hopefully, this research will give information and inspiration in conducting similar studies. The other researchers try to find out the other solutions about it. Besides that, they will be stimulus to make a new and deeper research in the same type of the research but they try to create the best new reports.

Chapter II

Literature review

This chapter presents: (1) error analysis (2) error and mistake (3) procedure in error analysis (4) source of error (5) concepts of writing (6) recount text (7) action verb (8) previous related studies.

2.1 Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not mastered yet the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown (1980, p. 166) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. In addition, error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics (Sanal, 2007, p. 597). Furthermore, errors in foreign language learning can be detected because foreign language itself has rules and principles in the standard language, so when the learners make a statement using an incorrect way, it can be detected, analyzed and determined as a case of misunderstanding in a certain language aspects.

In second language acquisition, linguistics tries to identify acquisition, and the causes of the students' problem in learning foreign language.

According to Rustipa (2011, p. 16), linguists try to find out the causes of the problems to be applied in language teaching, to minimize the problems. They propose Contrastive Analysis, Error Analysis, and Interlanguage Theory. She asserts that Contrastive Analysis is the systematic study identifying the structural differences and similarities among the first language and the target language. Via contrastive analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by Contrastive Analysis.

Error analysis is developed as alternative of Contrastive Analysis that cannot predict the most common errors by language learners in learning target language. According to Safraz (2011, p. 31), Error Analysis (EA) is theory of second language acquisition (SLA) which replaced the contrastive Analysis (CA) theory. According to Rustipa (2011, p. 18), errors analysis shows that Contrastive Analysis is unable to predict a great majority of errors. Error Analysis is technique for identifying and classifying the errors made by students in English learning process. According to Ulla (2014, p. 40):

Error Analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. In other words, Error Analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

From the definitions above, it can be concluded that Error Analysis is a technique which analyzes, classifies the errors detected into a category, after that those errors can be determined where they probably occur and what factors cause them.

2.2 Errors and Mistakes

In order to analyze learners' errors in a proper perspective, it is important to make a distinction between mistakes and errors. According to Brown (2007, p. 282)

“these two distinctions are technically very different phenomena. A mistake refers to a performance error that is either a random guess or a slip, while an error refers to idiosyncrasies in the interlanguage of the learner that are direct manifestation of a system within which a learner is operating at that time. Put in another way, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.”

For example, if a learner of English asks, *Does John can sing?* he is probably reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation. He has committed an error, most likely not a mistake, rather, it reveals a portion of his competence in the target language.

Corder (1967) in Brown (2007, p. 282) also points out that mistakes are deviations due to performance factors such as memory limitations, spelling, pronunciation, fatigue, and emotional strain. On the other hand, he said errors are systematic consistent deviances characteristic of the learner's linguistic system at a given stage of learning (Corder, 1967 in Brown, 2007, p. 282).

Keshavarz (1993, p. 49) points out that errors may be seen as rule-governed and systematic in nature and as such indicative of the learner's linguistic system at a given stage of language learning and systematic errors reveal something about the learner's underlying knowledge of the target language to date. Norrish (1983, p.7) states that errors are systematic deviation when a learner has not learned something and consistently gets it wrong, whereas mistakes are inconsistent deviations. It means that sometimes the learner gets it right, but sometimes he or she makes a mistake and uses the wrong form. looks at errors and mistakes as competence errors and performance errors. He explains that errors can be seen as the limit of the learner's competence in using the target language. In contrast, mistakes are performance errors which can be easily eliminated by emphasis on accuracy and carefulness. This is because the learner makes this error not because he does not know the language, but because he is in a hurry, he is writing or speaking under stress, or is forgetful or simply careless.

2.3 Procedure in Error Analysis

Ellis and Barkhuizen (2005, p. 57) distinguish three steps in conducting error analysis, they are:

1. Identification of errors

The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher could identify which part of learners' sentences is different from the reconstructed version.

2. Description of Errors

Describing learner's errors involves specifying how the forms are produced by the learner. Once all of the errors have been identified, they can be described into type.

3. Explanation of errors

Explaining errors involves determining their sources in order to account for why they were made. Obviously, learners make errors due to the difficulties in accessing their L2 knowledge in communication.

2.4 Sources of Errors

Errors arise from several possible general causes or sources (Brown, 2007, p. 259). There are many descriptions for different kinds of errors, it is inevitable to move further and ask for sources of errors (Endorgan, 2005, p. 265). The errors made by students are caused by some factors either from the student itself or the other person. The source of errors can be categorized within two domains, they are interlingual transfer and intralingual transfer (Endorgan, 2005, p. 265).

1. The Interlingual Errors

Interlingual error are those which are caused by the interference of the learner's mother tongue. Interlingual errors may occur at different level such as transfer of phonological, morphological, grammatical and lexicosemantic elements of the native language into the target language (Endorgan, 2005, p. 265).

2. Intralingual Errors

Intralingual errors are also called developmental errors. Intralingual interferences is the negative transfer or item within the target language, or put another way, the incorrect generalization of rules within the target language (Brown, 2007, p. 265).

About the present of Intralingual errors, Richard (1974, p. 174) divide them into four categories, they are as follows:

1. Over-generalization

Over-generalization covers instances when the learners creates a deviant structure on the basis of his experience of other structure in the target language. For example, *we hopeds*, (Richard, 1974, p. 174). The first example, *we hopeds*, here the "s" ending is generalized. Whereas, the "s" ending is not required anymore when a verb is introduced into verb II. Another example, the *ed* marker, in narrative or in other past contexts, often appears to carry no meaning, since pastness is usually indicated lexically in stories, and the essential notion of sequence in narrative can be expressed equally well in the present, for example: *yesterday I go to the university and I meet my new professor* (Richard, 1974, p. 175).

2. Ignorance of rule restrictions

In this type of errors, the learners fail to observe the restriction of existing structure. Some students cannot differentiate the regular and irregular verb. For example: student should change verb "spend" into

verb II and student answer is “spended” which is incorrect answer. The correct answer is “spent”.

3. Incomplete application of rules

Intralingual errors of this category may occur when a learner has to respond immediately to question made by the teacher. Here some example: “how much does it cost?” will be answered “it cost one dollar”. “ what does he have to do?” will be answered “ he have to do write the addres”. “Ask her what the last film she saw was called” will be replied “What was called the last film you saw?” (Richard, 1974, p. 178). The learner fails to apply correct English pattern due to the stimulus sentence.

4. False concept Hypothesized

This is a class of developmental error which derived from faulty comprehension of distinction in the target language. The learners sometimes encounter confusion in applying some language rules. For example, confusion between too, so and very, between come and go, and so on. They also often make false concept in hypothesizing the grammatical structure. The form was, for example may be interpreted as a marker of the past tense, giving one day it was happened, and is may be understood to be the corresponding marker of the present tense : he is speak French (Richard, 1974, p. 178).

In this study, the researcher used surface strategy taxonomy based on Dullay, Burt, and Krashen (1982), it purposed to analyze some errors made by students in this study. Error is divided into four categories, they are:

1. Omission Error

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

Example: My mother watchd the movie last night for My mother watched the movie last night.

2. Addition Error

It is the opposite of Omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

There are types of addition of error:

- a. Double Marking: She did not went to school for she did not go to school
- b. Regularization: spended for spent, childs for children, setting for set.
- c. Simple Addition: Rina *walkeded on the hill yesterday.

3. Misformation

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

- a. Regularization errors: The dog eated the chicken yesterday for The dog ate the chicken yesterday
- b. Archi-forms: *her was born in lampung for she was born in lampung
- c. Alternating forms: I seen her yesterday for I saw her yesterday

4. Misordering error

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. Example: I yesterday my friends met.

2.5 Concepts of Writing

2.5.1 Definition of Writing

Elbow (1983) as cited in Yulia, Novinus, & Novita (2012, p. 2) asserts that writing is most likely to encourage thinking and learning when students view as a process. Furthermore, writing is a process of transferring ideas into written form that is understandable (Haris and radjab, 2014, p. 1). In short, writing is a creative process of expressing ideas which is stated in the words that are easier to understand. Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. Furthermore, Cox (2007, p. 56) states that writing is a way of knowing, of discovering what is known as what putted it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and allother wonderful stuff in mind that may only become clear engage in the process of writing it down.

Tomlimson (2005) cited in Sasmita and Gurning (2012, p. 2) said the writing process is intended to provide a step by step model for writing so that the finished piece is the best it can be. It means that in writing process need to understand some steps or component of writing when students write some sentences or paragraphs. Cox (2007, p. 56) adds that writing is a progressive

activity. It means that when the students or writers first write something down, they have already been thinking about what they are going to say and how they are going to say it. Then after they finished writing, they read over what they have written and make changes and corrections.

Therefore, Harmer (2004, p. 4) mentions that writing is never one- step action; it is a process that has several steps. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. In addition, the aim in writing skill can achieve if teacher able to master concept of writing skill (Indahsari, 2010, p. 11) and understand component of writing (Huges. 1996) in Andayani et al (2013, p. 51). So, when teacher masters all of the steps in writing process they can explain briefly to the students.

2.5.2 Process of Writing

The Stages of writing process are follows (Harmer, 2004, p. 4):

1. Prewriting

It is the time to gather information, experiment with ideas and to plot a course. It is time for the student to get ready to write, and it is time to think they are going.

2. Drafting

This is the process that most of people think of as writing. During this stage on translate his though and ideas into sentences and paragraph.

3. Sharing

The writer read the pieces aloud, the listener respond to the question and comments. It has purpose to help the writer clarify audience intention.

4. Revising

During the process of revision, the writer expand the ideas. Clarifies meaning and reorganize information.

5. Editing

The writer focus on the conversation of language, spelling, punctuation, syntax, structure are analyzed and corrected.

6. Publishing

The writer complete her work. It can a variety of form; individually books, class book, news letter, literary magazine and so on. But not all pieces of writing need to be presented in a polished form.

2.5.3 Components of Writing

They are five components of writing, as follows (Harmer, 2004, p. 5):

1. Content

Content is substance of writing. It is expression of ideas which the writer need to design her writing, such as to carry her though to the reader read effectively. The content will be acceptable to the reader if it is constructed so well.

2. The language use

To compos the specific writing purpose especially persuasive composition, we should to determine the type language we use. The

writer should be able to use effective sentence pattern. In other words type, the length and the variety of sentence should be applied in writing article.

3. The vocabulary use

Vocabulary is the special set of words. A strong vocabulary is an important tool of effective communication. The more words you know the more clearly you will be able to express yourself.

4. The organization

One very common problem in longer writing is weak paragraph ideas organization. To make readers understand the content of writing. It will be difficult without good organization. We have to collect our information in a well-organized way. We should decide the scheme used for ordering the main points. We have to realize that the best order is the one that makes our topic clearer and easier to understand.

5. Mechanics

In all writing refers to the use of punctuation, capital letters and abbreviations. In a scientific or technical report, you pay special attention to mechanics and order to express your thoughts more precisely.

2.6 Recount text

Based on KTSP (2006) the goals of teaching writing at Senior high school is students be able to create short functional text and monolog text (Sari et al, 2013, p. 7) for the eleventh grade student senior high school recount text is one of the kinds of text that students should learn. Recount text is a text

that retell some event in the previous time and its purpose to entertain reader or audience, and also give them some information. Goatly (2000) cited in Andayani et al (2013, p. 50) states that Recount text is to construct past experience by retelling event and incidents in the order in which they occurred. To tell the story in recount text student use past tense and based on their experience in daily life.

The social function of recount text

Recount text has several social functions, there are :

1. To retell some event

Recount retell past even. It begins by telling the readers how was involved, what happened, where this even took place and when it happened.

2. To inform something to the readers

To inform to the readers what happened, where this even took place and when it happened.

3. To entertain the readers

Some times recount text retell a funny even or experience, and it has function to entertain the readers.

The generic structures of recount text

The generic structures in recount text are :

1. Orientation

Orientation is provide the readers with background information needed to understand the text example who, when, where, it happened.

2. Sequence of event

Sequence of event tells what are in the story and it typically ordered in chronological order.

3. Re-orientation

Re-orientation is the form of a summary statement or an evaluative comment.

The language features of recount text

Furthermore, there are some kinds of language features in recount text:

1. Introducing specific participants: Mrs. Brady, the shopkeeper, our dog.
2. Using chronological connection; then, first
3. Using linking items to do with time: on Wednesday, then, at the same time, next, later, before.
4. Using Action Verb; look, go, change
5. Using simple past tenses

There are some examples of recount text:

Example 1

I have an experience which I still remember and it makes me feel sinful if I memorize it. I would like to tell you about that. It happened when I was still studying English at LIA course it was 2006. It was about the conflict between I and my mother. The conflict began when my mother forgot to ask me to pray ashar and I was angry because I felt my mother do not pay attention to me. Hmm, I felt so childish. I was 17 years old, anyway. I was angry to her

by wanted nothing to eat. For two days, I did not want to eat even when my mother asked me. It was Saturday and Sunday.

When Monday was coming, I went to LIA course as usual. I went there without had a breakfast even my mother asked me. When I arrived to LIA, I took a sit. It was watching time, anyway. When the movie began, I and the other students watched. In the middle of the story, suddenly I felt something unpleasant with my body. I had got headache. Then, I decided to get permission from teacher to the toilet (that actually I wanted to go to canteen to buy a slice of bread). I standed up from my chair, walked to the teacher who sat in the chair which was near to the out door class. When I reached there, I fell down. They helped me, they took me to the teachers' room. Then, after I woke up from being down, some teachers took me home. I was ashamed at that time. When we arrived in my home, a teacher told my mother that I fell down in LIA. Then after they leaved us, I apologized to my mother that I had great wrong did to her. I was so sorry. I did not want to do such a childish thing anymore.

Example 2

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad's house at cemara lawang, Probolinggo. It has a big garden with lots of colorful flowers and fishpond.

On Sunday Nisa and I saw gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer look at the mountain. We took pictures of the beautiful sceneries there.

On monday we went to the zoo at wonokromo. We saw cockatoos having a shower. And in the afternoon I went home. It was fun.

2.7 Action Verb

Most grammar experts define that verb is an action word that shows action. The reason that verb indicates an action that is performed by subject. Whereas, not all verbs shown an action. There is also a verb that shows a condition of subject. Verb that expresses an action by subject is called action verb, while verb that expresses condition of subject is called state verb, or called verb be. For example: Action verb: *Hasan plays football everyday, Harjono works very hard in his office.* Verb be: *The secretary is smart and beautiful, His family was very happy* (Risdianto, 2010, p. 8).

Action verb is the action expressed by a verb may be physical action or mental action. Physical action: *jump, shout, search, carry and run.* Mental action: *worry, think, believe and image* (Warriner, 1982, p. 49). An action verb is a verb that describes an action, like ***run, jump, kick, eat, break, cry, smile, or think.*** *Langston Hughes wrote volumes of poetry. Julia Child makes gourmet cooking fun. A distinguished cinematographer, James Wong Howe, filmed the movie. We listened to the Jupiter Symphony by Mozart. They watch all of Julie Andrews" movies. She remembered the song* (Warriner, 1982, p. 49).

When using action verbs, the sentence structure will be: subject + action verb + object or complement . Here are examples of action verb in sentences:
1. *Greg is kicking the ball.* (the action verb is kick. It describes what Greg is

doing). 2. *The wind blows constantly in Chicago.* (the action verb is blows. It describes what the wind does). 3. *He accepted my apology* (the action verb is accepted. It describes what he did).

2.8 Previous Related Studies

In this study the researcher takes three previous studies. The first study was done by Pradhoto (2013), entitled “An Error Analysis of Using Simple Past Tense in The Sentence Made by The First Year students of SMA 2 Salatiga in the Academic year 2012/2013.” In this study, he described the kind of error, the many percentage error of using simple past tense in sentence made by the student and attempt made by the English teacher to overcome the errors. The result of his study showed that the students produce some errors; over-generalization, ignorance of rule restriction, and false concept hypotheses. The similarities this study with writer’s study were this study focussed on finds out grammatical error of using simple past tense and used qualitative data analysis method. While the differences were shown in the sample of study and the classification of grammatical error, then the instrument.

The second was done by Yuniarti (2014), entitled” An Error Analysis of Students’ Ability in Using Regular and Irregular Verbs (A case Study at the Second Grade of SMP YPN Bojong Gede”. In her study, she analyzed about the types of error and finding out the sources of error. The result of her study showed that the students made the total of 449 errors and the results of the error analysis process showed that students committed error into three types: omission, addition, and misselection/misformation. From the frequency of each

error types, there are 10.25% errors fell into addition and 18.70% errors fell into omission. Moreover, 71.05% fell into error of misselection/misformation which was the most frequently produced by the students. The similarities this study with writer study were this study focussed to find out the types of error in using regular and irregular verbs and classification the types of error is used surface strategy taxonomy. While the differences were shown in the sample of study and the instrument.

The last previous study that was related in this study is from Ista'in (2015) entitled " An Error Analysis of Using Action Verb in Recount Text Made by The First Year Students of SMA Kartika III-1 Banyubiru in The Academic year 2013/2014". In this study he showed that type of errors are over-generalization, ignorance of rule restriction and addition, and the dominant error is shown in errors in applying the action verb in recount text is ignorance of rule restriction. And also the writer gave solution that English teacher can use drilling-pattern of regular and irregular verb to overcome the student error. The similarities this study with writer's study were this study focussed on finds out some errors and the dominant errors on the use of action verbs in recount writing, and then the instrument. While the differences were shown in the sample of study, the classification of grammatical error, then method of the study.

CHAPTER III

METHODS AND PROCEDURES

This chapter discusses (1) method of research, (2) operational definitions, (3) subject of the study, (4) data collection, and (5) data analysis.

3.1. Method of Research

The method of this study is descriptive qualitative method. The purpose in this method is to analyze some errors on the use action verbs that students produced in recount text. Descriptive research method is related to qualitative research design. According to Lambert (2012, p. 255), there are a number of researchers who believe and support the fact that ‘qualitative descriptive’ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena. Qualitative research is concerned with description.

Based on Hornby (1995, p. 734) method means way of doing something. Meanwhile, research is investigation undertaken to discover new fact, get additional information, etc. Based on the definition above, the meaning of research method in this study is the way to discover new fact, get additional information. Every research has its own method which depends on the aim of the research and the nature of the topic. The researcher classifies and identifies the students’ errors based on the Surface Strategy Taxonomy proposed by Dullay, Burt and Krashen in 1982. The description in this research is about the

students' errors on the use of action verbs in recount writing and students' factor doing the errors. The analysis is based on the data taken from the students' test in recount text paragraph.

3.2. Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, the definitions are provided:

Writing is a way to express some ideas, feeling, and opinion, or create information through note in media literacy.

An error analysis is a study to analyze some errors made by foreign language and aims at investigating aspects of second language acquisition.

Recount text is a kind of text that expresses some event in past time and its purpose to inform or entertain reader or audience.

Action verb is one kind of verbs in English to express subject that perform an action or something is happened.

3.3. Participant

3.3.1. Population

According to Creswell (2012, p. 142), a population is a group of individuals who have the same characteristic. The population of this study is the eleventh grade students of SMA Nurul Amal Palembang, divided into two classes, and the total of population in this study is 27 students.

Table 1
Population of the Study

No	Class	Number of students
1	XI IPA	14
2	XI IPS	13
Total		27

Source: SMA Nurul Amal Palembang 2016/2017

3.3.2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p.142). Sample is the representative of the population and reflect the condition of population (Arikunto, 2010, p. 174). A sample can be small or large group. In this study to get the sample, the researcher used purposive sampling technique. Purposive sampling technique is a technique of sampling based on some considerations. Some considerations to take the sample that the researcher used are as follow: the researcher chose the eleventh grade students because they have experience in writing skill and they have learnt recount text when they were in tenth grade. Sample of this study are all of the Eleventh grade students SMA Nurul Amal Palembang in academic year 2016/2017.

Table 2
Sample of the Study

No	Class	Number of students
1	XI IPA	14
2	XI IPS	13
Total		27

3.4. Data Collection

In order to get the data researcher collects the data using the test. Test is sequence of question, exercises, or the other instrument which is used to measure the knowledge, intelligence, ability or talent owned by the individual or group (Arikunto, 2010, p. 193). The test in this study is adapted from Ista'in (2015) in form of 25 questions on three paragraphs recount text, divided into two types of action verbs. They are: regular and irregular verb. The instruction in the question test is the students fill the right action verbs then change it into the past form. This test is an important instrument to know the students' ability on the use of action verbs in recount text and then analyze the result to find the errors and also the dominant errors made by students.

The steps to collect the data as follows:

1. The researcher came to the school and ask permission to the head master and English teacher to do the test.
2. After that the researcher explains to the students the instruction to answer the test (ask the students fill the right action verbs than change it into the past form)

3. Next, give students test. The instrument test is adapted from (Ista'in, 2015) in form of 25 questions on recount text paragraph: divided into two types of action verbs in recount text they are: regular and irregular verb.
4. After they do the test, the researcher collects the students' test paper to analyze and identify some errors and find what the dominant error that they produced on the use action verbs in recount text.

3.5. Data Analysis

The technique used in this research is descriptive analysis. It means that the data will be analyzed and described in details. In order to analyze the data the researcher used the procedures error analysis based on Ellis and Barkhuizen (2005, p. 57). There are three steps to analyze the errors, which are identifying, describing and counting or explaining. In this case to know what the types of error and what the dominant error on the use of action verbs in recount writing made by the eleventh grade students of SMA Nurul Amal Palembang.

1. Analyzing Types of Error

The procedures as follows:

1. Identification of Errors

After collecting the data, the data will identify the action verbs that contain errors. There are some steps to identify what types of errors; first, read every students' test paper. Second, select the action verbs which contain some error in form of 25 questions on the recount text paragraph in the students' test paper, and then underline them.

2. Description of Errors

After that, each error is classified by using Surface Strategy Taxonomy proposed by Dullay, Burt and Krashen in 1982. There are four classifications, they are:

1. Omission Error

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

Example: My brother *calld me two days ago.

2. Addition Error

It is the opposite of omission. It is characterized by presence of an item, which must not appear in a well-formed utterance.

There are types of addition of error:

- a. Double Marking: She did not *studied last night
- b. Regularization : putted for put, childs for children, setting for set.
- c. Simple Addition: Dina *workeded in this company last year, I *playing yesterday.

3. Misformation Error

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

- a. Regularization errors: The dog eated the chicken last night for the dog ate the chicken last night.
- b. Archi-forms: Me hungry for I was hungry

c. Alternating forms: I seen her yesterday for I saw her yesterday

4. Misordering error

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. Example: He last night in Bali *came.

Furthermore, after classified each errors based on surface strategy taxonomy based on Dulay, Burt and Krashen (1982) the researcher presents each types of error on the table below:

Table 3

Types of error based on Dullay, Burt and Krashen in 1982.

Number of Items	Category of Errors			
	Omission	Addition	Misformation	Misordering
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				

24				
25				
Total				

2. Analyzing The Dominant Error

In order to know what are the dominant errors, after the data is identified and described each type of errors, the last procedure is counting each type of errors to know what are the dominant errors that students produced. The dominant error will be counted by counting the total each type of errors from the identification table the types of error. After finding them out, the researcher determines percentage of dominant error is used the formula as follow:

$$P = \frac{n1}{\Sigma N} 100\%$$

P = Percentage of error

n1= Total of the given error

N = Total of the whole given

By calculating the percentage of the dominant error, the researcher can identify the most common errors made by the students. And finally, the result in this study will be explained in the interpretation form.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings of the study and (2) interpretation.

4.1 Findings

The findings of the study were (1) identifications and classifications of error on the use of action verbs on recount writing, (2) counting the percentage of each amount errors on the use of action verbs on recount writing .

4.1.1 Identification and Classification of Error on The Use of Action Verbs on Recount Writing

As previously stated in chapter I, this study was aimed at finding the types of errors and the dominant errors on the use of action verbs on recount writing made by the eleventh grade students of SMA Nurul Amal Palembang. After collecting and analyzing the data to know the error on the use of action verbs on recount writing that students produced, the researcher found that there were a lot of errors on the use of action verbs on recount writing. The students' test results can be seen at the following table.

Table 4

Table of the test results

Number of Items	Category of Errors			
	Omission	Addition	Misformation	Misordering
1			36 items	
2			24 items	
3	1 item		10 items	
4	2 items	1 item	23 items	
5		1 item	24 items	

6	1 items	2 item	24 items	
7		17 items	4 items	
8	4 items	3 items	10 items	
9			38 items	
10	1 item		21 items	
11	2 items		13 items	
12	5 items		12 items	
13			23 items	
14	3 items		11 items	
15	4 items		10 items	
16			22 items	
17	3 items		14 items	
18	2 items		17 items	
19	7 items		13 items	
20	5 items		16 items	
21	1 item		24 items	
22	4 items	3 items	14 items	
23			26 items	
24	3 items		15 items	
25			25 items	
Total	47 items	27 items	459 items	
	$47 + 27 + 459 = 533$ items			

There were 533 items of errors found in student's test on the use of action verbs on recount writing. The researcher provided all of those errors in the table below completed with the types of each errors . The errors were classified based on surfaced strategy taxonomy which includes four types of errors according to Dulay, Burt, and Krashen in 1982. They were; Omission, Addition, Misformation and Misordering. The errors fell into three types. They are omission, addition, misformation. And the researcher did not find error of misordering in the students answer sheet. There were 47 errors were found in omission, 27 errors were found in addition, 459 errors were found in

misformation. The identified errors on the use of action verbs on recount writing are figured out in following table:

Table 5
The Description of Errors : Omission

Item's Number	Error identification	Error correction
3	When they join a students exchange program five years ago. (student: 3)	When they joined a students exchange program five years ago.
8	Tokyo change to an amusement centre. (Students: 19, 20, 22, 27)	Tokyo changed to an amusement centre.
11	When he ask for directions (Students: 4, 19)	When he asked for directions
12	the people always show him in the way with a smile. (Student: 3, 22, 27)	The people always showed him in the way with a smile.
	The people always showd him in the way with a smile. (students 18, 19, 20)	
14	They treat him to Japanese foods such as sushi, yaki, and denbura. (Students :18, 20, 27)	They treated him to Japanese foods such as sushi, yaki, and denbura.
15	The next day we visit Tanah Lot. (Students : 3, 6, 8, 19, 22)	The next day we visited Tanah Lot.
	The next day we vised Tanah Lot. (Student : 14)	

17	On Tuesday, we went to Sangeh where many wild monkeys walk freely. (Students : 18, 19, 22)	On Tuesday, we went to Sangeh where many wild monkeys walked freely.
18	and climb the trees. (Students: 21, 27)	and climbed the trees.
19	First, we slaughter the pigs and buffaloes. (Students: 3, 8, 18, 19, 20, 22, 23)	First, we slaughtered the pigs and buffaloes.
20	and then move the corpse to face north. (Students : 18, 19, 20, 22, 27)	and then moved the corpse to face north.
22	I prepare the wooden puppet and a funeral tower called <i>lakian</i> . (Student : 1, 8, 19, 22, 23)	I prepared the wooden puppet and a funeral tower called <i>lakian</i>
24	We install the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there. (Student: 20, 22, 27)	We installed the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there

From the table above, Some students made this error because they did not write the verb correctly. They omitted several letters of the verb such as -e, -d, -ed, which must exist within a morpheme. From the table above, the students omitted -e which must exist in the “showed” as the past form of “show”.

Table 6

The Descriptions of Errors : Addition

Item's Number	Error identification	Error correction
4	Jimmy spents his first two days ago in Tokyo, the capital city of Japan. (students: 24)	Jimmy spent his first two days ago in Tokyo, the capital city of Japan.
6	The Japanese people always spoked quietly in order not to bother other people.(student: 2, 24)	The Japanese people always spoke quietly in order not to bother other people
7	When the sun setting in the west. (students: 4, 8, 10, 13, 14, 17, 25)	When the sun set in the west
	When the sun seting in the west. (students: 2, 3, 5, 6, 7,9, 11, 15, 23)	
	When the sun sets in the west. (Student: 26)	
	When the sun seted in the west. (Students: 12)	
8	Tokyo changeed to an amusement centre. (Students : 4, 5, 15)	Tokyo changed to an amusement centre.
22	I prepareed the wooden puppet and a funeral tower called <i>lakian</i> . (Students : 4, 5, 20)	I prepared the wooden puppet and a funeral tower called <i>lakian</i>

From the table above, the students added some letters or elements which are not suitable to the rules of the past form of regular verbs. From the data, many students failed in using -d, -ed, -s, -ing -it to the verbs. For example “seted” instead of “set”, “changeded” instead of “changed”, “sets” instead of “set”, “setting” instead of “set”.

Table 7

The Description of Errors : Misformation

Item's Number	Errors identification	Error correction
1	He get an invitation from his Japanese friends. (students : 3, 15, 18, 19, 22, 23,24, 27)	He got an invitation from his Japanese friends.
	He geted an invitation from his Japanese friends. (student: 20)	
	He getd an invitation from his Japanese friends. (student: 10)	
	He get's an invitation from his Japanese friends. (student: 13)	
	He getting an invitation from his Japanese friends. (students : 2, 4, 5, 6, 7, 8, 9, 11, 12, 25)	
	He getting an invitation from his Japanese friends. (student: 14)	

	He <u>gets</u> an invitation from his Japanese friends. (students: 17, 21, 26)	
2	He <u>know</u> them. (students: 3, 15, 18, 19, 21, 22, 23)	He <u>knew</u> them
	He <u>knows</u> them. (students: 8, 17, 26)	
	He <u>knowerd</u> them. (students: 5, 6, 9, 10, 12, 14, 20, 24, 25)	
	He <u>knowing</u> them. (students: 4, 7)	
	He <u>knowes</u> them. (student: 11)	
	He <u>knowen's</u> them. (student: 13)	
	He <u>known</u> them. (students: 16)	
3	When they <u>joining</u> a students exchange program five years ago. (student: 20, 24)	When they <u>joined</u> a students exchange program five years ago.
	When they <u>joins</u> a student exchange program five years ago. (students: 8, 11)	
	When they <u>join's</u> a student exchange program five years ago. (students: 10, 13, 26)	

4	Jimmy <u>spend</u> his first two days ago in Tokyo, the capital city of Japan. (students: 2, 3, 18)	Jimmy <u>spent</u> his first two days ago in Tokyo, the capital city of Japan.
	Jimmy <u>spending</u> his first two days ago in Tokyo, the capital city of Japan. (students: 4, 6, 7, 8, 9, 11, 15, 17, 21)	
	Jimmy <u>spended</u> his first two days ago in Tokyo, the capital city of Japan. (students: 5, 16, 19, 20, 22, 25, 27)	
	Jimmy <u>spends</u> his first two days ago in Tokyo, the capital city of Japan. (students: 14, 26)	
	Jimmy <u>spend's</u> his first two days ago in Tokyo, the capital city of Japan. (student: 13)	
	Jimmy <u>speend's</u> his first two days ago in Tokyo, the capital city of Japan. (student: 10)	
	Jimmy <u>spened</u> his first two days ago in Tokyo, the capital city of Japan. (student: 12)	
	Jimmy <u>speading</u> his first two days ago in Tokyo, the capital city of Japan. (student: 23)	

5	He feel comfortable. (students: 3, 19, 20, 21, 22, 27)	He felt comfortable
	He feeled comfortable.(students: 4, 5, 12,)	
	He fell comfortable.(student: 16)	
	He feeling comfortable. (students: 2, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 23, 25, 26)	
6	The Japanese people always speaking quietly in order not to bother other people. (Students : 3, 7, 8, 9, 11, 17, 18, 19, 20, 21, 22, 23, 25, 26)	The Japanese people always spoke quietly in order not to bother other people
	The Japanese people always spoken quietly in order not to bother other people. (Students: 16)	
	The Japanese people always speaked quietly in order not to bother other people. (Students: 4, 5, 6, 10, 12, 13, 14, 15, 27)	
7	When the sun setten in the west. (student: 16, 24)	When the sun set in the west
8	Tokyo changes to an amusement centre. (Students: 3, 8, 11,24, 25, 26)	Tokyo changed to an amusement centre.

	Tokyo <u>changeing</u> to an amusement centre. (Students: 7, 9)	
9	There was many ads here and there, but when the sun <u>rise</u> in the east, I couldn't find them. (Student : 2, 3, 8, 15, 18, 19, 21, 22, 23, 27)	There was many ads here and there, but when the sun <u>rose</u> in the east, I couldn't find them.
	There was many ads here and there, but when the sun <u>rised</u> in the east, I couldn't find them. (Student : 10, 13, 14, 16, 25)	
	There was many ads here and there, but when the sun <u>riseting</u> in the east, I couldn't find them. (Student : 11)	
	There was many ads here and there, but when the sun <u>riseed</u> in the east, I couldn't find them. (Students : 6, 20)	
	There was many ads here and there, but when the sun <u>rises</u> in the east, I couldn't find them. (Student : 27)	
	There was many ads here and there, but when the sun <u>rising</u> in the east, I couldn't find them. (Student : 4, 17)	
	There was many ads here and there, but when the sun <u>riseing</u> in the east, I couldn't find them. (Student : 5, 7, 9, 12)	

10	<p>On the third day, Jimmy want to Osaka by train and his friends would pick him up at the station. (Students : 10, 13, 14)</p> <p>On the third day, Jimmy going to Osaka by train and his friends would pick him up at the station. (Students : 3, 5, 6, 7, 8, 9, 11, 12, 15, 17, 19, 20, 21, 22, 23, 25)</p> <p>On the third day, Jimmy go to Osaka by train and his friends would pick him up at the station. (Student : 24, 27)</p> <p>On the third day, Jimmy gone to Osaka by train and his friends would pick him up at the station. (Student : 16)</p> <p>On the third day, Jimmy got to Osaka by train and his friends would pick him up at the station. (Students : 26)</p>	<p>On the third day, Jimmy went to Osaka by train and his friends would pick him up at the station</p>
11	<p>the people always showing him in the way with a smile. (Students: 5, 6, 7, 9, 11, 12, 17, 21, 23, 24, 26)</p> <p>the people always shaw him in the way with a smile. (Student: 8)</p> <p>the people always shown him in the way with a smile. (student : 16)</p>	<p>the people always showed him in the way with a smile.</p>

13	<p>It <u>give</u> him a good impression, so he could meet his friends easily. (Student: 2,6, 18, 19, 20, 21, 22, 23)</p> <p>It <u>giveing</u> him a good impression, so he could meet his friends easily. (Students: 5, 7, 9, 13, 15)</p> <p>It <u>gived</u> him a good impression, so he could meet his friends easily. (Students: 12, 27)</p> <p>It <u>giving</u> him a good impression, so he could meet his friends easily. (Students: 4, 10, 17)</p> <p>It <u>gives</u> him a good impression, so he could meet his friends easily. (Students: 3, 8, 11, 26)</p> <p>It <u>givend</u> him a good impression, so he could meet his friends easily. (Student: 14)</p> <p>It <u>given</u> him a good impression, so he could meet his friends easily. (Student: 25)</p>	It <u>gave</u> him a good impression, so he could meet his friends easily.
14	They <u>treating</u> him to Japanese foods such as sushi, yaki, and denbura. (Students : 4, 6, 7, 8, 9, 11)	

	<p>They <u>treats</u> him to Japanese foods such as sushi, yaki, and denbura. (Students : 3, 24, 26)</p> <p>They <u>traet</u> him to Japanese foods such as sushi, yaki, and denbura. (Student : 21)</p>	<p>They <u>treated</u> him to Japanese foods such as sushi, yaki, and denbura</p>
15	<p>The next day we <u>visiting</u> Tanah Lot. (Students : 7, 9, 11, 15, 17,21,24,25)</p>	<p>The next day we <u>visited</u> Tanah Lot.</p>
16	<p>We <u>take</u> pictures of the temple. (Students : 2, 6, 19, 20, 22, 23, 27)</p> <p>We <u>taking</u> pictures of the temple. (Students : 17, 21, 25)</p> <p>We <u>takes</u> pictures of the temple. (Students : 3, 8, 11, 26)</p> <p>We <u>taked</u> pictures of the temple. (Students : 4, 5, 9, 12, 13, 18)</p> <p>We <u>takked</u> pictures of the temple. (Students : 10)</p> <p>We <u>takeing</u> pictures of the temple. (Students : 7, 15)</p> <p>We <u>takend</u> pictures of the temple. (Students : 14)</p>	<p>We <u>took</u> pictures of the temple.</p>
17	<p>On Tuesday, we went to Sangeh where many wild monkeys <u>walking</u> freely. (Students : 2, 6, 7, 8, 9, 12, 20, 23, 17, 26)</p>	<p>On Tuesday, we went to Sangeh where many wild monkeys <u>walked</u> freely.</p>

	On Tuesday, we went to Sangeh where many wild monkeys walks freely. (Students : 3, 11)	
18	and climbing the trees. (Students: 2, 4, 6, 7, 8, 12, 15, 16, 17, 18, 19, 22)	and climbed the trees
	and climbs the trees. (Students: 3, 11, 24, 26)	
	and climmed the trees. (Student: 14)	
19	First, we slaughters the pigs and buffaloes. (Students: 11, 26)	First, we slaughtered the pigs and buffaloes.
	First, we slaughtering the pigs and buffaloes. (Students: 5, 6,7,12, 16)	
	First, we slaughter's the pigs and buffaloes. (Students: 10, 13)	
	First, we slaughting the pigs and buffaloes. (Student : 14)	
20	and then moveing the corpse to face north. (Students : 5, 7, 9, 12, 15)	and then moved the corpse to face north
	and then moving the corpse to face north. (Students : 4, 17, 24, 21)	
	and then moveis the corpse to face north. (Student : 25)	

	and then <u>moves</u> the corpse to face north. (Students : 3, 8, 10, 11,13, 26)	
21	<p>In this ceremony <u>wear</u> wear black clothes. (Student : 2, 3, 8, 18, 19, 20, 21, 22, 27)</p> <p>In this ceremony <u>wearning</u> wear black clothes. (Student : 26)</p> <p>In this ceremony we <u>wearred</u> black clothes. (Student: 4, 13, 14)</p> <p>In this ceremony <u>weard</u> wear black clothes. (Student: 12)</p> <p>In this ceremony <u>wearting</u> wear black clothes. (Student : 11)</p> <p>In this ceremony we <u>wearred</u> black clothes. (Student: 4, 13, 14)</p>	In this ceremony <u>wore</u> black clothes.
22	<p>I <u>preparing</u> the wooden puppet and a funeral tower called <i>lakian</i>. (Student : 2, 24)</p> <p>I <u>prepares</u> the wooden puppet and a funeral tower called <i>lakian</i>. (Students : 3, 10, 13, 26)</p> <p>I <u>prepareing</u> the wooden puppet and a funeral tower called <i>lakian</i>. (Students : 7, 9, 12, 15, 18)</p>	I <u>prepared</u> the wooden puppet and a funeral tower called <i>lakian</i> .

	I <u>prepareting</u> the wooden puppet and a funeral tower called <i>lakian</i> . (Student :11)	
23	<p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bring</u> up to the mountain side family graveyard. (Students: 2, 3, 18, 19, 20, 22, 23, 27)</p> <p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bringing</u> up to the mountain side family graveyard. (Students: 16, 17, 21, 24)</p> <p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bringed</u> up to the mountain side family graveyard. (Students: 4, 5, 6, 7, 12, 13, 15)</p> <p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>brings</u> up to the mountain side family graveyard. (Students : 11, 26)</p> <p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bringers</u> up to the mountain side family graveyard. (Student : 8)</p>	<p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>brought</u> up to the mountain side family graveyard.</p>

	<p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bringind</u> up to the mountain side family graveyard. (Student: 14)</p>	
	<p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bringes</u> up to the mountain side family graveyard. (Student: 25)</p>	
	<p>One the last day, the grandpa's coffin were lowered from the funeral tower and <u>bringet</u> up to the mountain side family graveyard. (Student: 9)</p>	
24	<p>We <u>installing</u> the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there. (Student: 3, 4, 6, 7, 8, 9, 11, 12, 19, 21, 24, 25, 26)</p>	<p>We <u>installed</u> the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there.</p>
	<p>We <u>installine</u> the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there. (Students : 10)</p>	
25	<p>The funeral ceremonies <u>make</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 18, 19, 22, 23, 27)</p>	<p>The funeral ceremonies <u>made</u> my family and me tired. However, we were grateful because it ran smoothly.</p>
	<p>The funeral ceremonies <u>maked</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 2, 13, 24)</p>	

	The funeral ceremonies <u>makes</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 3, 8, 11, 26)
	The funeral ceremonies <u>makeing</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 7, 8, 15)
	The funeral ceremonies <u>making</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 4, 12, 17, 21, 25)
	The funeral ceremonies <u>makeed</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 5, 6, 20)
	The funeral ceremonies <u>makke</u> my family and me tired. However, we were grateful because it ran smoothly. (student : 14)
	The funeral ceremonies <u>makend</u> my family and me tired. However, we were grateful because it ran smoothly. (Students: 14)

From the table above, misformation errors are the most errors which occur in the students' answer sheets. Students made some errors because they did not really understand the transformation of the verbs whether regular or

irregular verbs in past form. Many of them did misformation because they failed in formulating regular and irregular verbs into past form. For example “given” instead of “gave”, “shown” for “showed”. Besides false in formulating regular and irregular verbs, the students also committed errors by adding unnecessary element which does not apply in the target language. For example “ Installine” instead of “ installed”. “bringet” for “brought”, “ Makke” for “ made”. Moreover, the students also did misformation by added -d, -ed, -s, -ing to the Irregular verbs.

4.1.2. Percentage of each Type of Errors on the Use of Action Verbs

From table 4, it could be seen that there were 533 errors found in students’ test result on the use of action verb in recount writing. Those 533 errors contributed in each classification of errors and the percentages could be seen in the following explanation.

$$P = \frac{n1}{EN} \times 100\%$$

P = Percentage of error

n1= Total of the given error

N = Total of the whole given

4.1.2.1 Errors in Omission

There were 47 errors found in omission. From 47 errors, all of the errors fell in omitting the letters which must exist within a morpheme. These errors showed that the students omitted -e which must exist in the “showed” as the past form of “show”. Then they omitted -d which must exist in the “moved” as

the past form of “move”, “prepared” as a past form of “prepare”. Moreover, the students omitted –ed in several verbs as a past form of regular verbs. For example “walk” instead of walked, “slaughter” instead of “slaughtered”. After the errors were classified, then, in order to know the percentage of Omission errors, the following formula were used:

$$P = \frac{47}{533} \times 100\% = 8.81\%$$

It could be seen that the percentage of omission errors was 8.81%.

4.1.2.2 Errors in Addition

There were 27 errors found in addition. all of those errors were in simple addition. In which 6 errors where the students added element –e which must not appear in verbs “Changeed” for “changed”, “prepreed” instead of “prepared”. And 16 errors where the student put suffix –ing, 2 errors where the students put suffix-s, 1 error where the students put suffix –d, 2 errors where the students put suffix –ed at the end of the verb. For example “seting” instead of “set”, “spoked” instead of “spoke”, “sets” instead of “set”, “install” instead of “installed”.

After that, in order to know the percentage of addition errors, the following formula was used to count errors in addition:

$$P = \frac{27}{533} \times 100\% = 5.06\%$$

As mentioned above, based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982), Addition errors were divided into Simple Addition, Regularization and Double Marking. In this research, all of the errors fell into simple addition was 5.06%. Then there were no error in

Regularization and double marking found in students' answer sheet on the use of action verb in recount writing. In short, the percentage error of addition was 5.06%.

4.1.2.3 Errors in Misformation

The misformation errors were found in 459 errors. From all of those errors, 374 errors were in regularization errors. Many students failed adding suffix d,-ed, -s, -ing at the end of irregular verbs. and other 85 errors were in Alternating-form. Students did errors in alternating- form because they failed in formulating regular and irregular verbs into past form. Furthermore, the students also committed errors by adding unnecessary element does not applied in the target language.

After that, in order to know the percentage of misformation errors, the following formula was used to count the amount of errors:

$$P = \frac{459}{533} \times 100\% = 86.11\%$$

There are three kinds of misformation errors based on surface strategy taxonomy. They are regularization errors, archi-forms errors and alternating forms errors. From all of those errors, there was no archi-form errors found in students' answer sheet. And there were 374 in regularization errors (70.15%). Moreover, there were 85 in alternating forms error (15. 96%) found in students' answer sheet on the use of action verbs on recount writing. In brief, it could be seen that the percentage of misformation errors was 86.11%.

4.2 Interpretations

Based on the finding of the study, it could be interpreted that the types of error that students produced on the use of action verbs in recount writing were: 1) Omission (8.81%), (2) Addition (5.06%), (3) Misformation (86.11%).

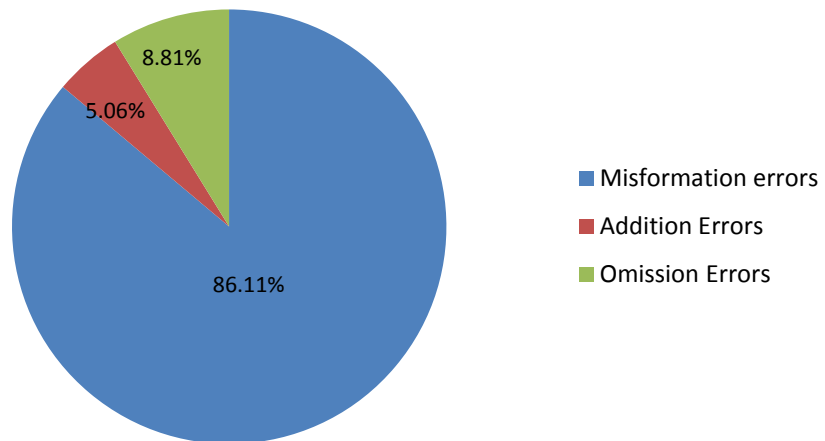
On other hand, the omission errors occurred 47 items. From 47 errors, all of the errors fell in omitting the letters which must exist within a morpheme such as, -e, -d, -ed, (8.81%). In addition errors, all of those errors felt in simple addition. There were 27 errors in simple addition (5.06%) where the students added element -e, -d,- ed, -s, -ing, which must not appear in verbs. Then, Misformation errors were found in 459 errors. From all of those errors, 374 errors were in regularization errors (70.15%) where many students failed adding suffix d,-ed, -s, -ing at the end of irregular verbs. And 85 errors were in alternating-form (15.96%). Some students did errors in alternating- form because they failed in formulating regular and irregular verbs into past form. Furthermore, the students also committed errors by adding unnecessary element which does not apply in the target language.

Based on the findings above, this research revealed that the most frequent category on the use of action verbs in recount writing errors contributed by the students were misformation with the frequency 86.11%. In misformation, the most frequent errors were in regularization and Alternating-form. Where in regularization error was 70.15%, and alternating –form error was 15.96%. From this research, there are some factors why the students made the most common errors in misformation; first they lack in vocabulary. Then

they did not understand yet about formulating regular and irregular verbs into past form. So, many students failed adding suffix -d,-ed, -s, -ing, at the end of irregular verbs. And also they committed errors by adding unnecessary element which is not applied in the target language. These errors implied that they did not master the past form regular and irregular of action verbs in recount writing yet because they did not understand or remember the past form of regular and irregular of action verbs in recount writing .

This finding was generally similar with Yuniarti as stated in previous related study who observed students' error made by the second grade of SMP YPN Bojong Gede in using regular and irregular verbs. In her study found that the highest frequency of errors made by the students based on surface strategy taxonomy is Misformation error with 319 items (71.05%). The errors of misformation showed the students did not really understand the transformation verbs whether regular and irregular verbs and it became a serious problem to them since they were in Senior High school in which they should master the regular and irregular verbs since they were in junior high school level.

Chart 1
Percentage of Action Verb Errors in Recount Writing
Made by The eleventh Grade Student of SMA Nurul
Amal Palembang



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions

In this chapter, the researcher offered some suggestions which hopefully can be useful and helpful for teachers and also the students in teaching and learning English.

5.1 Conclusions

From this research, there were some important information that had been collected from the eleventh grade students of SMA Nurul Amal Palembang in their Recount writing on the use of action verbs errors by using classification of Surface Strategy Taxonomy proposed by Dulay, Burth and Krashen in 1982. Based on the findings and interpretations in the previous chapter, the researcher concluded that:

Firstly, the eleventh grade students of SMA Nurul Amal Palembang as the participants contributed three types of errors (omission, addition, and misformation). The omission errors occurred in students' composition because they omit several letters of the verb such as -e, -d, -ed, which must exist within a morpheme or verbs. The addition errors made by the students were in *simple addition*. Students made the errors in simple addition because they failed adding some letters or elements which are not suitable to the rule of the past form of regular verbs such as -e, -d, -ed, -it. After that, in misformation errors the students did the errors in *Regularization* and *Alternating-form*. Errors in regularization occurred because many students failed on the use of suffix -d,-

ed, -s, -ing at the end and irregular verbs. Meanwhile, error in alternating – form because they failed in formulating regular and irregular verbs into the past form. And then they also committed errors by adding unnecessary element which is not applied in the target language.

Secondly, this research revealed that the most dominant errors on the use of action verbs in recount writing done by the students were in *misformation*. Misformation errors indicated that the students faced some difficulties in comprehending the use of suffix -e,-d, -ed,-ing at the end of irregular verb and also failed in formulating regular and irregular verbs into the past form. The frequency of *misformation* errors was 86.11%, followed by *omission* error 8.81%, *addition* errors 5.06%.

5.2 Suggestions

Based on the findings from this research, the researcher would like to give some suggestions to the teachers of English, the students and also the other researchers, they are:

1. For the teachers of English, it is expected that they make correction and give further and clear explanation toward students' errors during learning process in recount text, particularly part of language features how to use of action verbs. The teacher should give the students more comprehension in writing recount text and also uttering using action verb in past form. The teacher might really focus on the use of *suffix -e,-d,-ed,-ing* at the end of action verbs in past form, and also the

teacher should find the best technique or method to improve student mastery in using regular and irregular of action verbs in the simple past tense since the finding of this research showed that the students did that kind of errors the most.

2. For the students, it is expected that they practice more in recount writing especially on how to use action verbs and also they must pay attention to the forms of regular and irregular in action verbs when they are used in simple past tense. The students might do more exercises to make sure their comprehension on the use of action verbs in recount writing. Moreover, it would be better for the students to remember the form of regular and irregular of action verbs in past tense. It could improve the students' knowledge and also their skills in vocabulary because they could make a correction.
3. For the other researchers, in order to improve teaching and learning process at senior high schools in Palembang, the researcher hopes that there would be researches focusing on the analysis on factors affecting the students' weaknesses on the use of action verbs in recount writing.

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