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**AN ERROR ANALYSIS OF STUDENTS' PERSONAL WRITING RECOUNT TEXT
AT THE EIGHT GRADE STUDENTS OF MTs. ANNIDHOMIYAH CIREBON
(QUALITATIVE RESEARCH)**

A THESIS

**Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of the Requirements of Undergraduate Degree**



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ABSTRACT

Im Imlakiyah. 14111310026. AN ERROR ANALYSIS OF STUDENTS' PERSONAL WRITING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF MTs. ANNIDHOMIYAH CIREBON (QUALITATIVE RESEARCH)

This study is carried out to analyze the most common errors and causes of students' personal writing recount text made by the eighth grade student of MTs. Annidhomiayah Cirebon. This study is qualitative research. The data is presented in descriptive analysis. The technique of collecting the data is analysis the result of test personal writing recount text which made by the students and student interview. The respondents of this study are 10 students of the eight grade of Junior High School that taken by random sampling.

Based on the findings, the common errors are found in students' personal writing recount text is omission, addition, misinformation, and misordering. Meanwhile the cause errors of students' are divided into four categories which are interlingual transfer, intralingual transfer, context of learning and the last is communication strategy.

The result of this study shows the common errors that made by students is misinformation. The number of the highest of errors is 60% which the total of error is 109. The second error is omission which the percentage of errors is 22% with the number of error is 40. Then the third common error is addition which the percentage of errors is 11% with the total of error is 21. The lowest error is misordering which the number of error is 7% with the total is 12 errors.

Based on the total result common of errors, the writer find the number of causes errors that made by student in their personal writing recount text. They are intralingual transfer has 46% or 106. Next cause of errors is communication strategy which has 30 % or 68. Context of learning is the third causes with the total number 14% or 31 error. The last is intrerlingual transfer which has 10% or 25 errors.

The results of this study are important to the learning process of English. This study gives information about the ability of the students when they make writing especially in personal writing recount text and to know the difficulties faced by the student in writing personal recount text. The errors that appear in this study can help the teacher to decide strategies in teaching learning activities and for the learners can help them to know their weakness in writing personal recount text in order to they will not make same errors.

Key words: error analysis, personal writing recount text, MTs. Annidomiayah Cirebon



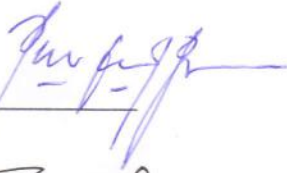





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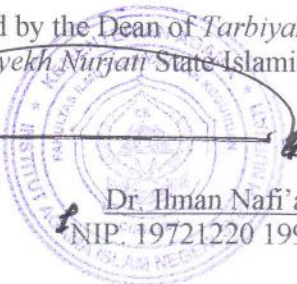
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RATIFICATION

This thesis which is entitled “AN ERROR ANALYSIS OF STUDENTS’ PERSONAL WRITING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF MTs. ANNIDHOMIYAH CIREBON (QUALITATIVE RESEARCH)” written by Iim Imlakiyah, student number 14111310026, has been examined on August 11th 2016. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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TABLE OF CONTENT

TITLE	i
ABSTRACT	ii
APPROVAL	iii
OFFICIAL NOTE.....	iv
LETTER OF AUTHENTICITY	v
RATIFICATION	vi
AUTOBIOGRAPHY	vii
DEDICATION.....	viii
MOTTO	ix
ACKNOWLEDGEMENT	x
PREFACE.....	xii
TABLE OF CONTENT.....	xiii
LIST OF CHART	xv
LIST OF TABLE.....	xvi
LIST OF APPENDICES.	xvii
 CHAPTER I INTRODUCTION	
1.1 The Background of Research Problem.....	1
1.2 Focus of the Study	5
1.3 Research Questions	5
1.4 Aims of Research	5
1.5 Significance of Research.....	5
1.6 Theoretical Foundation	6
1.6.1 Error	6
1. Definition of error	6
2. Classification of error.....	6
3. Causes error.....	12
4. Distinction between error and mistake	15
1.6.2 Error Analysis.	17
1.6.3 Writing.	19
1.6.4 Recount Text.	24



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1.7 Previous Study.....	26
1.8 Method of Research.....	28
1.8.1 Research Setting.....	28
1.8.2 Source of Data.....	29
1.8.3 Research Design.....	29
1.8.4 Technique of Collecting Data.....	30
1.8.5 Instrument of Collecting Data.....	31
1.8.6 Steps of Research.....	32
1.8.7 Technique of Data Analysis.....	33
1.9 Research Timeline.....	39

CHAPTER II THE COMMON ERRORS OF STUDENTS' PERSONAL WRITING RECOUNT TEXT

2.1 Error Identification.....	40
2.2 Error Description and Explanation.....	43
2.3 The Common Errors.....	47

CHAPTER III THE CAUSES ERROR WHICH MADE BY STUDENT IN THEIR PERSONAL WRITING RECOUNT TEXT

3.1 Description and Analysis.....	52
3.2 Explanation.....	58

CHAPTER IV CONCLUSION

4.1 Conclusion.....	60
4.2 Suggestion.....	61
4.3 Implication.....	62

BIBLIOGRAPHY

APPENDICES



CHAPTER I

INTRODUCTION

The research which is entitled “An Error Analysis of Students’ Personal Recount text (A Case Study of the Eighth Grade Students of MTs. Annidhomiya Cirebon)”, This study is a qualitative research. As the title of this chapter which is introduction, so in this chapter will explain the basic information of this research which are the research background, focus of the study, research formulation, aims of research, significance of research, previous studies, frame of thought, method of research, research system, the last is research timeline.

1.1. The Background of Research Problem

In Indonesia, English is learnt as a foreign language. English has been the most important foreign language which is on the curriculum at school. It means that English as a foreign language becoming one of the subjects of the school curriculum. It is clear that curriculum tries to develop and achieve the communicative competence. The learners should be able to mastered English as requires of language skills that consist of speaking, listening, reading and writing. In order to understand about the writing skill, it is more meaningful and relevant to the student’ lives. In this research the researcher focuses on writing skill.

There are many definition of writing according to many experts. Linse and Nunan in Yerlina (2013: 18) state that writing is a process and product. Furthermore, Oshima and Hogue (1999: 2) say: “Writing is the ability to write good sentences and to organize them logically into paragraph and essays.” Meanwhile, as Richards and Renandya (2002: 303) explain:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.

From the definition above, it can be concluded that writing is productive skill where the activities working together for gathering idea, constructing the sentences to be good paragraph into textual medium by following linguistic rules.

According to Gibbons in Emilia (2011:7) declare that writing is not just speech written down, writing is communication process, so the writer must give the information or the idea clearly to avoid the reader's misunderstanding. In addition writing is not only the activity of producing symbols of language in written form, but also a mean to deliver ideas. When people start writing, they do not only write all their ideas. They require conveying and organizing their ideas into a comprehensible text that has some meanings. They have to think how to make their ideas can be understood easily.

It is clear that writing is often considered as the most difficult skill to be mastered than other because it is very complex. As Paul (2003: 96) in Hapsari (2011:2) states that writing is generally as the most difficult of the four skills. The difficulty is seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling, word choice, punctuation, and so on, so that, in learning process, the students are not seldom for making errors or mistakes when they use English.

Many foreign learners have the difficulties in writing; it caused by the difficulties how to explore their idea in written form. While in *Writing English in Context* published by SADDLEBACK EDUCATIONAL PUBLISHING (2000), writing which is talk written document involves remembering the sequence of sounds, the shapes of the letters, vocabulary, grammatical structures, and punctuation. And it's well known that as human beings, it's possible if people make an error, and it can be appeared in grammar that called grammatical error.

So it is full problems for foreign learners, then grammar is not only one of the elements of the language but also is one of the problems for them. Grammar is important aspect that should be mastered in order to make good structured writing.

Considering the existence of English in Junior High School's school-based curriculum, the researcher's observation shows that most of students she taught when she was doing Field Practice Program or PPL had difficulties in writing. They did many mistakes and errors in grammar, spelling, punctuation, and so on. For example, a student produced *I live Cirebon* instead *I live in Cirebon*. Another student produced *I have many sisters, they is Rara, mira, Lina and Rani* and many others. In addition, the average of them have not achieved the standard score criteria or KKM. These problems were also faced by the nine grade students where she did observation for the fulfillment of final assignment of Language Teaching



Theories subject. These facts indicate that writing skill is difficult to be mastered for junior high school students.

Grammatical errors in a foreign language cannot be avoided and it occurs naturally. In the learning process, it is a common thing. Therefore, these errors need to be studied to know the type, frequency and causes in order to find a way to avoid the errors, because the grammatical itself has an important role in making writing.

According to Corder in Brown (2000: 217) a learner's errors are significant in providing to the researcher evidence of how language is learned or acquired, what strategies are employed by the learner in the discovery of the language. Then error analysis itself has two functions which are theoretical and practical aspect. A part of the methodology investigating the language learning is known as the theoretical aspect of error analysis. By investigating the language learning, it can be described the learners' knowledge of the target language at any particular moment in their learning in order to relate this knowledge to the teaching they have been receiving.

In the earlier, it has been explored that error is one of the features of language learning. An error is a mistake, especially one that causes problems or affects the result of something (Hornby, 2010: 494). Many linguists assume both of them are different each other. According to James in Brown (2000: 217) an error cannot be self corrected while a mistake can be self corrected. Not only James, but also Edge (1997: 9) has the same idea of the difference between mistake and error. And Brown (2000: 218) states that: "The fact that learners do make errors, and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis."

Since writing is a complex process, there are some problems that can be found in process of writing. The difficulties faced by students above can occur because of some causes. According to Brown (2000: 224), the students' error in writing are influenced by two major causes; interlingual and intralingual transfer.

From the opinion above, the researcher takes errors analysis that refers to the application of grammar applied inappropriately in writing texts.

Text is any form of written material (Hornby: 1530) and grammar is the rules in a language for changing the form of words and joining them into sentences (Hornby: 648). It



means that speech texts are one of the results of writing. Writing is the most exact form of thinking (Strunk and White on Treddinick, 2008: 7).

Here the researcher uses Error Analysis as analytic tool. There are many types of the text, such as descriptive text, recount text, narrative text, report text, and procedure text. In this time, the researcher takes recount text as the data that will be analyzed, because it is very closer to the students' life which retells past event that they can explore their interesting experience or unforgettable moment around them.

According to Anderson and Anderson (1997: 48) "recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened". Roison et.al (2004: 45) state that "the organization of recount text is orientation and followed by series of events, and sometimes it has evaluation or reorientation at the end of the text". Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story. The second is Sequence of Events. This step tells the sequence events that happened in the past based on the time and place when it occurred. And the last is Re-orientation. It consists of optional closure of events or it can be stating personal comment of the writer to the story.

In this research, the researcher uses descriptive analysis. The data is taken from the students' writing that made by student of MTs. Annidhomiayah Cirebon. The researcher focuses on her research at the third grade of that school. The data collected by using test. The test purposed to get student's product formed recount text without giving score in their writing. The data will be taken in three times of the test to make certain the student ability of their mastering grammar in writing.

There are some existed researches that discuss about error analysis. They are Rohman Ervin Trianingsih (2010), Nurwahid (2013), Roghibah (2013), Nur Elah Amaliah (2012), and Auda Layyinatul Istibsyaroh (2014). The researcher would like to analyze Recount text in grammar aspect and prove how far grammar being used in student's writing correctly. Here, the research entitled **"AN ERROR ANALYSIS OF STUDENTS' PERSONAL WRITING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF MTs. ANNIDHOMIYAH CIREBON (QUALITATIVE RESEARCH).**



1.2 Focus of the Study

Based on the background of the research above, in order to give clarification about the research that will be examined the researcher focus on an error analysis' in those documents of recount texts as the main problem of the research to know how far grammar used correctly.

1.3 Research Questions

Based on the background above in which has explained, the researcher finds out and list several problems to be identified in this study, they are:

1. What are the common errors which students made in their personal writing recount text based on surface sstrategy taxonomy?
2. What are the causes errors of their personal writing recount text?

1.4 Aims of Research

The aim of the research is the purpose of the study that will obtain regarding the question of the research. Based on the problems are going to be examined above, so the aims are:

1. To find the common errors which made by student in their personal recount text writing based on surface strategy taxonomy.
2. To identify the causes errors which made by the students in their recount text writing.

1.5 Significance of Research

Dealing with aims of the research which would like to be achieved, this study is expected to give some benefits to English teaching learning development. These benefits can be categorized as the followings:

1.5.1 Practical benefit

The practical benefits that can be drawn from this discussion are expected that:

1. The result of this research can be used as the reference for teacher to improve the students' writing skill in making Recount Text.
2. The result of this research can be used as the reference for those who want to do the research in an error analysis area.

1.5.2 Theoretical benefit

This study is also useful to provide a theoretical explanation related to the research problem. These theories serve as a baseline or reference point for the explanation of the research problem.



1. This research is rich of knowledge in grammar which can be used as the theory in grammar course.
2. This research provides the information of the student's error in writing recount text in teaching learning process.

1.6 Theoretical Foundation

As the basis of doing this study, some theories which are closely related to the topic of the study are presented in this session. The theories will support this research, they are:

1.6.1 Error

1. Definition of Error

According to Pit Corder states "Errors are the result of some failure of performance" and He also defined that Errors is a systematic deviation that made by students who have not yet mastered the rules of second language".

From the statement above, it shows that error is a part of foreign language learning process. Every learner who learns a foreign language, they usually make some errors both in oral and written form.

2. Classification of Error

Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis (2008: 51) distinguishes three types of error as follow:

- 1) Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- 2) Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- 3) Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

The other type of errors is elaborated by Dulay *et al* (1982: 146) who classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1) *Error Types Based on Linguistic Category*

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the errors effects.



Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

2) *Surface Strategy Taxonomy*

They (1982: 154-155) divided the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words.

Example:

- Mary is the president of the new company.
 - *Mary, president, new, company.* (Content Morpheme)
 - *Is, the, of, the.* (Grammatical Morpheme)
- *Marry the president of the new company.* (Omission of Grammatical Morpheme 'is')
- *Marry is the president of the new.* (Omission of Content Morpheme 'Company')

b. Addition

Addition errors are opposite of omission errors. They are characterized by the presence of an item, which must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.

a) Double marking

Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:

- He *doesn't knows* my name.
- We *didn't went* there.



Which the correction of the sentence above is below:

- He doesn't know my name.
- We didn't go there.

b) Regularization

According to Dulay *et al* (1982: 157) state that

“Regularization errors that fall under the addition category are those 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”.

It means that regularization error occurs when learners add morpheme to the exceptional words, for example:

- Sheeps = Sheep
- Putted = Put
- Dears = Dear
- Spended = Spent

c) Simple addition

There is no particular feature characterized but it uses an item that should not appear in well formed utterance. For example:

- Third person, singular –s
The monkeys **does** not in a jungle.
- Irregular past tense
They gonna **broke** it.

c. Misinformation

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. In misinformation errors the learner supplies something, although it is incorrect. There are three types of misinformation errors, they are regularization errors, archi-forms, and alternating forms.

a) Regularization Errors

Regularization errors that fall under the misinformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.



b) Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

For example:

- Give me that
Me hungry
- That dog
That **dogs**

c) Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example:

- Those **dog**
Those dogs
- I **seen** him last week
I saw him last week

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

- He is all the time late.
- I don't know what is that.
- What Daddy is doing?
The correct utterance are:
- He is late all the time.
- I don't know what that is.
- What is Daddy doing?

3) *Comparative Taxonomy*

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors,



which are classifiable as either developmental or interlingual; and of course, the grab bag category, other, which are neither.

a. Developmental Errors

Developmental errors are errors similar to those made by children learning that target language as their first language, take. For example:

➤ Dog **eat** foods

b. Interlingual Errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. 40 Interlingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them.

c. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language. For example, in the utterance:

➤ I have no a car

d. Other Errors Few taxonomies are complete without a grab bag for items that don't fit into any other category. For example, in the utterance:

➤ She do hungry

4) *Communicative Effect Taxonomy*

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

These errors here divided into parts, namely:



a. Global error

Global error hides communication; it prevents the learners from comprehending some aspects of message. It means that *Global Error* is happened in the sentence which has a big portion of violation therefore it's difficult to be comprehended.

b. Local error

Errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers.

In order to make easier in doing this error analysis, the error should be classified. Error can be classified as interlingual and intralingual (Richards and Richard, 2010: 201). Interlingual error is an error which results from language transfer which is caused by the learner's native language. It also can be caused by the influence of one target language item up on another. For example a learner may produce *He is comes*, based on a blend of the English structures *He is coming*, *He comes* (Richards and Schmidt, 2010: 294); they (2010: 201-202) describe intralingual error as follow:

Intralingual errors were classified as over generalizations (errors caused by extension of target language rules to inappropriate contexts), simplifications (errors resulting from learners producing simpler linguistic rules than those found in the target language), developmental errors (those reflecting natural stages of development), communication-based errors (errors resulting from strategies of communication), induced errors (those resulting from transfer of training), errors of avoidance (resulting from failure to use certain target language structures because they were thought to be too difficult), or errors of overproduction (structures being used too frequently).

According to Tavakoli (2012:118), language errors can be classified as:

- Surface strategy taxonomy This taxonomy classifies errors according to the way surface structures are altered:
 - Omission: skipping an item that is required in a correct utterance (I went to movie, definite article the omitted).
 - Addition: adding an item that must not appear in a correct utterance (e.g., Does can he sing?).
 - Misinformation: using the wrong form of a morpheme or structure (I lost my road, instead of way).



- Misordering: the incorrect position of a morpheme in an utterance (e.g., I to the store went).

Ellis (2003: 18) classifies errors based on surface structure as follow: omission (leaving out an item that is required for an utterance to be considered grammatical), addition (adding an item that is not required), misinformation (using the wrong form of a morpheme or structure) and misordering (putting the words in an utterance in the wrong order). Then, James (1998: 304), categories the errors in linguistics description as follow: prepositions, articles, reported speech, singular/plural, adjectives, tenses, concord (agreement), possessive case, nouns, pronouns, word order word choice and spelling). In this research, the researcher adopted Dulay, et all's theory and James's theory in classifying the errors.

3. Causes of Error

Error happened because of some causes. One of obvious cause is interference from the native language. One of the strategies to prevent students from making the same errors is by looking at causes of errors itself.

To know the causes of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis (2008: 53.) points out the source of error into four categories:

- 1) Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
- 2) Sociolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.
- 3) Epistemic sources concern the learners' lack of world knowledge.
- 4) Discourse sources involve problems in the organization of information into a coherent "text".

Different from Ellis, Brown (2007: pp. 263-266) categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

- 1) *Interlingual transfer* is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only



previous linguistic system which can be referred by the learner. He states that interlingual transfer is a significant source of error for all learners. He explains that interlanguage is learner language, which emphasizes the separateness of a second language learners' system. He also defines interlingual as a system that has a structurally intermediate status between the native and target language. Interlingual is when the students of foreign language make structure deviation by the effect of their mother tongue. In other words, it is called language transfer. The difficulties occur because the features of source language and target language are different.

- 2) *Intralingual transfer* is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language. Intralingual derives when the students make ungrammatical structure since they do not have enough knowledge of their target language. Intralingual errors result from faulty or partial learning of the target language rather than language transfer. Namely, learners make mistakes because they do not know the target language very well, and have difficulties in using the target language. It can be said that students have lack knowledge of the target language.
- 3) *Context of Learning* is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.
- 4) *Communication strategy* is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

Meanwhile Carl James (1998: 179-200) has idea that parallels with Brown in talking about the source of error as follows:

- a. *Mother-tongue Influence: Interlingual Errors.*

The error caused by the mother tongue interference. The learners are influenced by the persistence of their native language in using the target language.



b. *Target Language Causes: Intralingual Errors.*

The learners in ignorance of a TL form on any level and of any class can do either of two things:

- The learner can set about learning the needed item, engaging the learning strategies.
- The learner can try to fill the gap by resorting to communication strategies.

c. *Communication Strategy-Based Errors.*

The error includes *holistic strategies* and *analytic strategies*. They are as follow:

- *Holistic strategies*, the term holistic refers to the learners' assumption. The most general term for this is approximation.
- *Analytic strategies* express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.

d. *Induced Error*

Refers to learner errors that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercise-based induced error, errors induced by pedagogical priorities, and look-up errors.

Furthermore John Norrish (1983: 21-26) exposes three causes of errors below:

- a. *Carelessness*: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- b. *First language interference*: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually *'shaped'* towards those of the language he was learning.
- c. *Translation*: Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.



From the explanation above, It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

In this research the writer uses the four main categories cause of errors based on Brown's idea to find out the students' cause of error.

4. Distinction between Error and Mistake

Some people have overlapping perception between *Error* and *Mistake*. Error and mistake technically are different. An error results from incomplete knowledge; a mistake is caused by lack of attention, fatigue, carelessness, or some other aspects of performance (Richards and Schmidt, 2010:201). Brown (2010: 217) also has the same view of the distinction of error and mistake, a mistake is considered as performance error which can be self-corrected while an error, a noticeable deviation from the adult grammar of native speaker, reflects the competence of learner.

Further Brown (2007: 257) distinguishes between *Mistake* and *Error*. He explains that:

A mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner.

It indicates that *Error* shows the learner's knowledge of the target language, while *Mistake* is the learner's temporary imperfection in process of utilizing the language. Meanwhile Corder in Larsen-Freman and Long (1991: 58-59) give more explanation that:

Corder made a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.



Then Ellis (2003, 17) distinguishes error and mistake; errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because in a particular instance, the learners are unable to perform what they know.

It can be concluded that Mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on. Error is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected. The explanation above can be summarized in the table below.

Table 1.1
Distinction between Error and Mistake

Error	Mistake
<ul style="list-style-type: none"> ➤ Related to the students' deficiency competence. ➤ Reflected the students' understanding or competence in the target language. ➤ Consistent deviation. ➤ Caused by learners who have not mastered yet the L2 rules. ➤ Cannot be self-corrected because the students do not know the correct of the L2 rules. 	<ul style="list-style-type: none"> ➤ Related to the students' quality performance. ➤ Reflected the students' temporary impediment or imperfection when utilizing the target language. ➤ Inconsistent deviation ➤ Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc. ➤ Can be self-corrected when students pay attention.



1.6.2 Error Analysis

Some experts give their opinions about EA. According to Gass and Selinker (2008: 102-103) point out that “Error analysis provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors, as the latter only attributed errors to the NL –Native Language.” It means that EA is a type of linguistic analysis that focuses on the errors learners make. EA compares between the errors a learner makes in producing the Target Language and the Target Language form itself. Than Ellis and Barkhuizen (2008: 51) further explain that “Error Analysis (EA) consist of a set of procedures for identifying, describing, and explaining learner errors.” And Gorbet (1979) also explains in his journal that “The basic task of error analysis is to describe how learning occurs by examining the learner’s output.” It can be conclude that the use EA is such a tool that investigates student’s learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner’s error.

Dulay, *et al* have in line idea such the opinion above that EA movement can be characterized as an attempt to account for learner errors that could not be explained or predicted by CA or behaviorist theory, and to bring the field of applied linguistics into step with current climate of theoretical opinion||.6 It can be summed up that EA emerged to change the place of CA perception about learner’s errors which the CA was affected by behaviorist theory.

Meanwhile Vecide Erdogan (2005: 262) states in his journal that Error Analysis (EA) appeared in the sixties to demonstrate that learner errors were not only because of the learners’ native language but also they reflected some universal learning strategies. According to him, —EA deals with the learners’ performance in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learners’ errors provide with an understanding of the underlying process of second language acquisition.

Error analysis, in second language acquisition, studies the types and causes of linguistics error (Bussmann, 2006: 378), while Richards and *Schmidt* (2010: 201) define error analysis as the study and analysis of the errors made by second language learners. The same view also stated by Gass and Selinker (2008: 102). They state that error analysis is a type of linguistics analysis that focuses on the errors learners make. Tavakoli (2012: 118) defines error as:



The study and analysis of the errors made by second language learners. Error analysis (EA) involves a set of procedures for identifying, describing, and explaining language errors made by learners in terms of linguistic level (pronunciation, grammar, lexis, style, etc.) and with attempting to ascribe the causes of errors to particular sources, such as the application of conventions and rules in a learner's mother tongue (i.e., INTERFERENCE) or faulty application of target language rules.

Here, there are some steps or stages of procedure in conducting Error Analysis.

According to Carl James (1998: 91-114) explains that there are five procedures in identification of errors:

1) *Error detection.*

It's a stage which the errors are detected, so the researcher becomes aware of its presence.

2) *Locating error.*

The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

3) *Describing error.*

The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum "delicacy" of descriptive detail.

4) *Classifying error.*

The errors are classified based on the errors classification.

5) *Counting error.*

The last stage is counting error that the researcher counts the errors made by learner

While Ellis (2003: 15-19) explains that the roles of error analysis are to collect, identify, describe, explain and evaluate language errors. Then Richards and Schmidt (2010: 201) state that error analysis is done in order to: identify strategies which learners use in language learning, try to identify the causes of learner errors and obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

Based on the detail explanation of the procedure of EA above it can be summed up that in the procedure of EA has the same stages to conduct, firstly is collecting the data, next the data



is identified to find the errors made by students, thirdly the researcher describes the error based on the error classifications and then explains the sources the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation. In her study, the writer chooses the procedure of EA which identified by Ellis.

1.6.3 Writing

Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing's rules, moreover, for second language (L2) or foreign language (FL) learners.

Raymond points out that "Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library." It can be summed up that writing develops human's lives by informing the knowledge and the idea. People can forget spoken information in second but writing makes it permanent.

Meanwhile Paul (2003: 96) in Hapsari (2011: 2) states that writing is generally as the most difficult of the four skills. The difficulty is seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling, word choice, punctuation, and so on. It means that writing is a hard skill for foreign learners because the learners don't only concentrate in communicating and composing the idea into comprehended writing but also must pay attention to the writing's rule.

Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing's rules. Moreover, for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing.

According to Richards and Renandya (2002: 303) explain that:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.



It means that writing is a hard skill for foreign learners because the learners don't only concentrate in communicating and composing the idea into comprehended writing but also must pay attention to the writing's rule.

English teacher can use writing as a resources of learning or evidence of successful learning. A good writing reflects a plenty of practicing because it needs processes of thinking and then evaluating and revising it.

It can be concluded that through writing many information and knowledge can be shared, therefore writing can develop human's life. While, writing in the sense of learning English is a challenging activity for foreign language learners because the FL learners not only have to interpret the idea into comprehended text but also they have to pay attention to the writing's rules. On the other hand, writing reflects the FL learners' competency because it is able to be such a tool that gives feedback in the learning process.

Penny Ur (1991: 163) says "The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader." Furthermore Diestch (2003: 4-5) states "The general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific purpose involves responding to a certain need for writing. So, it can be summed up that the purpose of writing is to express the idea or entertaining the audience.

According to Tricia Hedge (1998: 95-96) states that the types of writing above can be specified into table as below:

Table 1.2
Types of writing

Personal Writing	Public Writing	Creative Writing
<ul style="list-style-type: none"> • Diaries • Journals • Shopping List • Reminders for oneself • Packing lists • Addresses • Recipes 	<ul style="list-style-type: none"> • Letter of: <ol style="list-style-type: none"> 1) Enquiry 2) Complain 3) Request • From filling • Applications/membership 	<ul style="list-style-type: none"> • Poem • Stories • Rhymes • Drama • Songs



Social Writing	Study Writing	Institutional Writing
<ul style="list-style-type: none"> • Letters • Invitation • Notes: <ol style="list-style-type: none"> 1) Of Condolence 2) Of thanks 3) Of congratulations • Celebgram • Telephone messages • Instruction to: <ol style="list-style-type: none"> 1) Friends 2) Family 	<ul style="list-style-type: none"> • Making notes while reading • Taking notes from lectures • Making card index • Summaries • Synopses • Reviews <ol style="list-style-type: none"> 1) Experiments 2) Workshops 3) Visits • Essay • Bibliographies 	<ul style="list-style-type: none"> • Agendas • Minutes • Memoranda • Reports • Reviews • Contracts • Business letters • Public letters • Advertisements • Posters • Instructions • Speeches • Applications • Curriculum vitae • Specifications • Notes making (doctors and other professional)

Furthermore Harmer (2001: 246) stated that writing is productive skill and particularly has to be coherent and cohesive. Coherent means making sense with following the sequence of ideas and points, while cohesion is a more technical matter relate to concentrate on the various linguistic ways of connecting ideas across phrases and sentences.

Meanwhile Miller (1998) in Cahyono and Widiati (2009 : 72) said that there are three models of writing that underlie most of research studies and teaching methodology. They are writing as product, writing as process, and writing as social activity.

1) Writing as Product

In this model, writing is disturbed to be final product of writing activity. Thus, the word writing refers to a written text or a composition which is visible as prints, handwritten products, or digital documents (cahyono and widiati, 2009: 72). While Kinneavy in Cahyono and Widiati (2009: 72), the texts produced is determined by



emphasizing components of the communication triangle, they are writer, audience, and knowledge of the world.

2) Writing as Process

In this process, students need motivation with positive manner toward writing by doing some activities such as collaborative work. Writing as process is more complex, because there is various stages of this activity. The model of writing as process realizes on that writing is not single activity, but there are many stages should do until the final product. According to Harmer (2007: 4) there are four elements in writing process, they are:

a. Planning

Plan is what people are going to write. Before starting to write they try and decide what it is they are going to say. They need make detailed notes then write down ideas on piece of paper. When planning, writers should think about three main issues. In the first place they need to regard as the purpose of their writing and decide what the information will may inform and language that will be used.

b. Drafting

It is the first stage to begin writing. The most significant here is get words into paper. This stage goes to text that is often done on the assumption that will be amended later. A number of drafts perhaps formed on the way to the final version.

c. Editing (reflecting and revising)

When people produce a draft, they need reflecting and revising after they have drafting, or perhaps they need reader as editor to give comment or suggestion to support writer to make appropriate revisions.

d. Final version

After edited their draft, next making change they consider to be necessary. Then produce their final version. In final version the writer have ready to send or publish their writing to audience. People might decide to characterize these stages in following way: planning drafting editing final draft.



3) Writing as Social activity

It describes that writing as an act of communication between writer and reader within external context (Miller 1998 in Cahyono and Widiati, 2009: 74). Accordingly, an act of writing results in the production of texts shared in community that conforms to the types of text. The notion of text types called genres.

Oshima and Hogue (1999: 15-18) declare that there are roughly four steps in writing process, namely:

1) Prewriting

The first step is prewriting. Prewriting is a way to get ideas. In this step, you decide a topic and collect ideas to give explanation the topic. There are several techniques that you are able to use to get ideas. Here, you are going to make practice the technique that called listing. Listing is a prewriting technique in which you write down the topic at the top of a piece of paper and then quickly make a list of the words or phrases that move toward into your mind. Don't stop to wonder if an idea is good or not. Just write it down and keep on writing until the flow of ideas stops.

In prewriting stage is the step to catch many ideas. The student starts to write by gaining the ideas, they don't need worry about the correctness or ordering. The main point is to keep writing.

2) Organizing

The next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.



After receiving the specific idea, the student makes outline guiding before starting writing activity. This step of writing can be called as rough draft because the student probably makes many errors.

4) Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.

1.6.4 Recount Text

Many events or knowledge are informed through texts. Mark and Kathy Anderson (1997:1) simply state that a text is created when words are put together to communicate meaning. While, Hyland (2002) states “texts have a structure, they are orderly arrangements of words, clauses and sentences, by following the principles which guide the correct arrangement of elements, writers can encode a full semantic representation of their intended meanings,” It can be concluded that text is formed of structured words, clauses, or sentences, which contains the writer’s ideas, in order to communicate information to readers.

There are many types of text within text itself. According to Gerot and Wignell in (2014: 17) said that a genre can be defined as “a culturally specific text- type which results from using language (written or spoken) to (help) accomplish something”. A number of genres are proposed by Gerot and Wignell (1994:192-218). They are spoof, recount, report, analytical exposition, news item, anecdote, narrative, hortatory exposition, explanation, discussion, and review.

From the explanation above, there are a lot of genres in written language and every genre has their social function. Then, recount text is chosen as a genre of text to be discussed for carrying out of the study. The further explanation about recount text is as below.



Mark and Kathy Anderson (1998: 24) state that a recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

According to Derewianka (1990: 14) explains that there are five types of recount text, namely:

- 1) Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
- 2) Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.
- 3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- 4) A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- 5) A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

The Schematic Features of Recount Text is a recount text usually has three main sections: Orientation, Sequence of Events and Reorientation.

1) Orientation

Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.



2) Sequence of Events

This step tells the sequence events that happened in the past based on the time and place when it occurred.

3) Re-orientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

According to Anderson (1998: 24) state that Recounts usually include the following language features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events.
- 4) Words that show the order of events (for example, *first, next, then*).

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. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read.

1.7 Previous Study

In this term, the researcher takes some previous research in error analysis area of student's writing recount text. Even though the research is similar but the writer and the other researchers are different. Here is the previous of study of the research.

The first previous study was written by are Rohman Ervin Trianingsih (2010). He identified the kinds of errors and the most dominant errors, the last is identifying of student's difficulties that made by the second year students of SMPN 2 Juwiring in writing recount text.

The second pervious study was conducted by Nurwahid (2013). The objective of his study was to analyze the common error on students' writing made by the second grade students of Junior High School. He used Betty Schramper Azzar's Errors Classification to analyze the students' errors. The research finding showed that the common of errors that the



students made was error in Verb Tense which received 93 errors from 301 errors or 30.89%. The other students' error was in Add a Word the result was 59 errors or 19.60%, and 33 or 10.96% errors in Spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 57.66%.

The third previous study was Roghibah (2013). Her study was to analyze and to classify the types of students' grammatical errors in writing and to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph. The Grammatical Error covered into six areas, namely: Tense, Subject Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which adapted from Azar's Grammatical Error theory. The highest frequency was Tense which the total was 56.48% or 61 errors. The result of the Error Analysis process showed that students committed errors into four types: Omission, Addition, Misinformation or Miselection and Misorder. Misformation was the highest error made by students which the total was 62.04% of all the total errors made by students. Intralingual Transfer which the result was 89 or 82.40% was the highest cause of error of students' writing.

The fourth previous study made by Nur Elah Amaliah (2012). The objective of her research was to analyze the students' error in writing recount text and to know the highest frequency of the students' types of error made by Second Grade of SMP Al-Kholidin. The Errors Classification in her research covers error in Article, Capitalization, Omission, Punctuation, Spelling, Tenses, Word Choice, and Word Order. The result of the research was 5.4% errors in Article, 0.5% errors in Capitalization, 11.4% errors in Omission, 1.6% errors in Punctuation, 5.4% errors in Spelling, 55.4% errors in Tenses, 4.4% errors in Word Choice, 15.2% errors in Word Order. It can be concluded that the highest error made by students was in Tenses area and the lowest was error in Article.

The last is Auda Layyinatul Istibsyaroh (2014). She analyze the most frequent errors that made by the second grade students of SMP Dharma Karya UT Pamulung in recount text writing. The modification in her study is divided into four categories they are omission, addition, selection, and misordering. She used descriptive method in her study.

The finding showed that are 182 errors made by the students. The most frequent error made by students in their writing recount text was selection which consists of 114 errors or



62.64%. Then are omission that consists of 47 errors or 25.82%. Next is consists of 20 errors or 10.99 %. And the last, misordering error consists of 1 error or 0.55%.

The differences between the researcher and the other research above are the way of the research and the theory. In this research, the writer will investigate the common English errors based on surface strategy taxonomy and the cause of error.

1.8 Methodology of Research

This research applies qualitative approach. The researcher uses qualitative to have better understanding about the research itself and achieve the data through observation all of data in which have strong relevancy with the subject of the research. According to Ary, et al., (2010: 22) said that a qualitative research is a research that focuses on understanding social phenomena from the perspective of the human participants in natural settings.

Fraenkel, Wallen, and Hyun (2012: 440) mention that qualitative research is study of investigating the quality of relationships, activities, situations, or materials. Here, the researcher is a key part of the instrumentation process. In qualitative research, the primary technique used in data analysis is coding.

This method can also be used to find out whether an analysis of students' error in writing recounts text and its causes on Eight Grade Students of MTs. Annidhomiya Cirebon.

1.8.1 Research Setting

The researcher would conduct the research at MTs. Annidhomiya. The school is located in Cirebon. Why the researcher chooses this school, because based on the observation, the researcher found problems in writing recount text which made by the students especially on Eight Grade Students at MTs. Annidhomiya Cirebon. They can write but there are partially of students does not understand the meaning of the text. In this case, there are probably explanations that can be used to explain this condition. The students probably know how to write recount text correctly but partially of they do not understand how to do that so they many errors in their writing. The researchers want to do analyze the errors and the causes or difficulties of students in understanding English writing text in this school and hope the student will be enrich and improve their knowledge and skill especially in writing recount texts.



1.8.2 The Source of Data

In this research, the researcher collects the data through two steps, Primary and secondary source of data. The primary source data is the data which the researcher takes data of this study directly in the field of the problem's concern. It is as data that will be analyzed. The first data of this research is from the document of English Teacher of MTs. Annidhomiyah Cirebon. While, as researcher guidance to focus on aims of important aspect that will be analyze, researcher followed the English teacher entered to the class to observe the students when they wrote their personal writing recount text.

Here the researcher chooses the eighth grade students' personal writing recount text of MTs. Annidhomiyah Cirebon. The texts are descriptive, recount, analytical, exposition, narrative, report text, etc. Here the researcher only takes students' personal writing recount text in written form. The researcher would take only 10 texts which are taken from the result of the test in written document. The data is taken from the lowest, middle until the highest frequent error that made by them.

The researcher chose the students of the eight grade caused by Syllabus of that school; Recount Text is learned by the class of eight grades. And then for other reasons, the process of learning in that class is effective because in ninth grade is following try out to face National Examination, so the learning process is not like in eight grades. Then, the second of source data is some of books that supported the research.

The secondary data of this research, researcher used interview to equip accurate source of data that cannot conduct from the observation. The object of interviewed is the eighth grade students to get deep information clearly.

1.8.3 Research Design

In this research, the researcher is occupying qualitative research. Qualitative research is one kind of research producing findings that cannot be achieved when using statistical procedures or any other means. In common, qualitative research can be used to find information around society, history, behavior, functional of organization, social activity, etc (Strauss and Corbin in Cresswell: 1998: 24). Bogdan and Biklen, S. (1992: 21-22) pointed out that qualitative research is one of research procedures descriptive data like spoken and written forms and behavior of people experimented.



Some reasons of working with qualitative method suit to its common characteristics (Cresswell, 2009: 175-6):

- 1) Qualitative method suits the issue where the researcher is going to find the result.
- 2) The type of the research needs description to get an end. And it requires no number in collecting data.
- 3) Research is often conducted in field, allowing direct interaction.
- 4) Researchers collect data by examining documents, observing behavior, or interviewing participants.
- 5) Researcher interprets of what are seen, heard, and understood.

This research focus on analyze the error of student's writing of recount text, so that the approach of this research is qualitative. The writer used qualitative research in her study which the method is conveyed in descriptive analysis as way to describe and interpret the result of qualitative data. According to Ary, et al., (2010: 22) state that a qualitative research is a research that focuses on understanding social phenomena from the perspective of the human participants in natural settings.

1.8.4 Technique of Collecting Data

The researcher uses observation and interview as primary data collection in research technique. According to Ground Theory approach that focuses on gathering data about peoples' experiences in a particular context, it moves beyond description to generate or discover a theory which emerges from the data and that presents an explanation of a process, action, or interaction (Ary at all, 2010, p.463).

Through observation, researcher is able to get the best answer of the research question by observing how people act and how things look. For the participant of observation study is students in learning process. Meanwhile, through interview researcher can find out supporting data that can't be seen by observation such as human opinion.

For conducting this study, the researcher uses several ways to know the students interaction in learning process. They are observation and interview to collecting data of this research.

1) Observation

According to Ary et all (2010: 431) state that observation is a basic method for obtaining data in qualitative research which often use behavior observation tools. As the aim of observation that is to understand complex interactions in natural settings so



observation may allow the researcher to determine whether what is said actually matches actions or may illuminate subtleties that may be outside the consciousness of the person or that the person cannot articulate (Ary at all, 2010, p.432).

2) Interview

The second technique of collecting data for this research is interview. Arikunto (1998) defines interview as dialogue acted by interviewer in order to gain information from interviewee. The interview is one of the most widely used and basic methods for obtaining qualitative data (Ary at all, 2010, p.438). It used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.

Researcher used interview guide approach as type of interview which consists of sequence of questions in outline form. Where for the types of interview question researcher used *background question* to know the characteristic of respondent, *knowledge question* to get factual information, *experience question* focus of what respondent doing in the past, *opinion question* to find what respondent think of the topic, *feeling question*, and *sensory question* (Fraenkel and Wallen, 2009, pp. 448-449).

1.8.5 Instrument of Collecting Data

This research is qualitative research, so the instrument of the research is the researcher herself. As Stake stated (2010:36) state that:

Research is not a machine to grind out facts. The main machine in all research is a human researcher. Or a team of humans. In qualitative research, the human has a lot to do, planning the study, arranging for situation to observe, interviewing people, examining records, putting patches of ideas together, writing reports. When you think about using instrument in research, you need to include humans as some of the main instrument.

On the researcher's opinion, from Stake's statement, in qualitative research, the researcher will examine whether the research is good or not. In other words, the researcher is the key of the research.



1.8.6 Steps of Research

The researcher adopts the stage of the research from Fraenkel and Wallen (2009: 425-426), There are numbers of the stages in conducting qualitative research:

1) Identification of the phenomenon to be studied.

Researcher mainly has to identify the particular phenomenon he or she is interested in investigating. As researcher analyzing error in students' personal writing recount text, so particular phenomenon in this research is Students' errors.

2) Identification of the participants in the study.

The participants in the study constitute the sample of individuals who will be observed (interviewed) such as teacher, students' and students' parents. In other words it called the subjects of the study. In this research, the participant is the eighth grade students of MTs. Annidhomiyah Cirebon.

3) Data collection.

The collection of data in a qualitative research study is ongoing. The researcher is continually observing of students' interaction in learning process when they write their personal recount text. It gives supplementing observations with in-depth interviews and the examination of various documents to the phenomenon of interest. In this study, the researcher collects the data from the teacher documentation after giving student test to write recount text writing.

The teacher gave a writing test for a recount text telling their unforgettable moment. Then the writer distributed the test papers to all students. When the students finished their writing, the papers were collected. Then, the writer asked them to correct and revise their writing without giving score. The purpose of giving the test is to collect the data and to know more how they write recount text. Then to make sure that those errors really happen in their writing. After all the data have been collected, the writer analyzed them.

4) Data analysis.

Analyzing the data in a qualitative study essentially involves analyzing the information that researcher conduct from various sources such as observations, interviews, and documents into a coherent description of what researcher has observed or otherwise discovered. Here the researcher analyzes the data which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.



5) Interpretations and conclusions.

Interpretations are made continuously through the course of a study, usually researcher make the conclusions of the research through the data that conducted by researcher. After analyzing the data, the researcher makes conclusion from all of the research finding before.

1.8.7 The Technique of Data Analysis

After collecting data, the researcher analyzes data. The researcher use descriptive qualitative data as the method in qualitative data. Qualitative data analysis is a very personal process, with few rigid rules and procedure. For qualitative data, the researcher might analyze as the research progresses, continually refining and reorganizing in light of the emerging results. Analysis involves reducing and organizing the data synthesizing searching for significant patterns and discovering what is important.

According to Marshall, et. al. (1999: 150) Data analysis can be defined as the process of bringing the order, structure, and interpretation to the mass of collected data. While Hatch (2002: 148) states:

Data analysis is a Systemic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding.

To analyze the data, the researcher used the techniques according to Carl James in his book (1998: 91-114)—Error in Language Learning and Use: Exploring Error Analysis. He explains that there are five procedures in identification of errors:

a. *Error detection*

It's a stage which the errors are detected, so the researcher becomes aware of its presence.

b. *Locating error*

The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

c. *Describing error*



The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum delicacy of descriptive detail.

d. *Classifying error*

The errors are classified based on the errors classification.

e. *Counting error*

The last stage is counting error that the researcher counts the errors made by learner.

The percentage of the errors presented based on the terms of an analysis technique. To calculate the percentage of students' errors, the writer applied the following formula as proposed by Sudjono (2004):

$$P = \frac{f}{t} \times 100\%$$

P= Percentage

f= Frequency of error occurred

t= Total error

Another statement by Fraenkel et al, (2012: 436) in qualitative research, data analysis is an iterative and continuously comparative process that reduces and retrieves large amounts of written (and sometimes pictorial) information.

Coding means data that have been gathered, the researcher must also decide how to segment the data for presentation. Orwin's (1994) comment when preparing to code data: "Coding represents an attempt to reduce a complex, messy, context-laden and quantification resistant reality to a matrix of numbers" (Mackey and Gess, 2005, p. 140). Data coding, simply defined, entails looking for and marking patterns in data regardless of modality (Mackey and Gess, 2005, p.225).

So, the researcher firstly will reduce the data by using some codes.

The researcher coded the texts as follow:

S1 = The 1st Student

S2 = The 2nd Student



- S3 = The 3th Student
 Tn = The nth Student
 SST = Surface Strategy Taxonomy

Coded of cause' errors as follow:

- IT1 = Interlingual Transfer
 IT2 = Intralingual Transefer
 CL = Context of Learning
 CS = Communication Strategy

Then, there will be some tables and those codes above will be useful to read the tables.

Here the researcher gives the examples of error classifications.

Table 1.3
Examples of Error Classification

The Number of Students	Error Classification	Total Error
S1	Omission	1
On sunday [Sunday]1 st desember [December], I and my family went to Ragunan by [a] car . We were go [went] at half past six my father drove The [the] car and my mother sat in front seat mean while [meanwhile] I and my sister we [Ø] always sang along the way. we [We] arrived in ragunan [Ragunan] at 08.00 o'clock. After we arrived, we take [took] a break [break] for the minutes [a minute]. After that, we went to have a look around [we went to look around] the ragunan [Ragunan] zoo. First, we looked [at] the elephants. It	2 15 3	



is the big animal. and [And] we looks [looked] around again. this [This] is [was] a very funny and unforgettable [unforgettable] moment in my life. we [We] all were happy		
---	--	--



Omission



Addition



Misinformation



Misordering

In that table there are three coulombs, the first coulomb shows the number of Students that are considered as errors; the second coulomb displays error classification and the last coulomb shows the total of error. In that table also arise some codes. From the examples, in coulomb of text that are considered as errors, there are codes: **S1** which indicates the sentence level the text (S1 which refers to the first student). In that table also, there are some bold prints and the colour of words which refer to the error in that sentence. For example is the word **sunday** in S1 above considered as an error which classified as an error in misinformation. While the correction for the error was put after the error itself for example is in the same sentence, after **sunday** there is a sign [**Sunday**] as the correction which means that an item changes to be correct word in a sentences.

To know the common errors based on the surface structure so the researcher classify as follow. The former refers to omission, addition, misinformation and misordering while the later refers to article errors, conjunction errors, noun errors, preposition errors, pronoun errors, spelling errors, subject verb agreement errors, tenses errors, verb form errors, word choice errors and word order errors.

From the examples above, it can be seen that the researcher shows classifies the errors both the surface strategy taxonomy that is coded by SST. The example of analyzing causes of errors are as follows:



Table 1.4
Examples of causes errors on Students' writing recount text

Text	Definition of Error	Causes of Errors	Total
T1	1. Adverbial Error	1. CS	IT = 16
HOLIDAY IN MAKASAR	2. Verb Form	2. IT1	IT = 6
Once upon time, ¹ [Ø] at	3. Article	3. IT2	CL = 1
least one month ago, I want	4. Article	4. IT2	CS = 11
² [Went] to makasar with	5. Capitalization	5. CS	
³ [my] father, mother, and	6. Capitalization	6. CS	
sister. ⁴ [The] journey from	7. Capitalization	7. CS	
soekarno ⁵ [Soekarno] Hatta	8. Verb Form	8. IT1	
air ⁶ [Air] port ⁷ [Port] to	9. Spelling	9. CS	
Sultan Hasandin Air Port	10. Conjunction	10. IT1	
⁸ [was] two hors ⁹ [hours].	11. Word Choice	11. IT2	
when ¹⁰ [When] we arrived	12. Omit Word	12. IT1	
there, I with ¹¹ [and] my	13. Preposition	13. IT1	
family pick up ¹² [Ø] my uncle	14. Punctuation	14. CS	
¹³ [up].	15. Verb Form	15. IT1	
There ¹⁴ [,] I visit	16. Spelling	16. CS	
¹⁵ [visited] my grandmother	17. Punctuation	17. CS	
who wes ¹⁶ [was] getting sick	18. Word Order	18. IT1	
and also holiday. There ¹⁷ [,] I	19. Singular-plural	19. IT1	
could met my brother that had	20. Punctuation	20. CS	
never mid ¹⁸ [met] since one	21. Word Choice	21. IT2	
years ¹⁹ [year]. Every night	22. Verb Form	22. IT1	
²⁰ [,] I with ²¹ [and] my brother	23. Verb Form	23. IT1	
traveling ²² [traveled] and	24. Singular-plural	24. IT1	
drop ²³ [dropped] in toys tore	25. Singular-plural	25. IT1	
²⁴ [Toys Store].	26. Add Word	26. IT1	
After we went to there,	27. Word Choice	27. IT2	

we go bacek ²⁵ [went back] to	28. Article	28. CS	
my grandmother ²⁶ ['s] home	29. Omit Word	29. IT1	
²⁷ [house] and slept. ²⁸ [An]	30. Word Choice	30. IT2	
unforgettable thing was can	31. Add Word	31. CL	
²⁹ [Ø] get hear ³⁰ [gathering]	32. Meaning not clear	32. CS	
³¹ [with] my family.	33. Omit word	33. IT1	
There, I felt happy but	34. Verb Form	34. IT1	
said ³² [sad] , Said ³³ [Ø]			
because ³⁴ [could meet my			
brother] and my grandfather			
[was getting] sick and happy			
can met my brother.			

In that table there are three coulombs, the first coulomb shows the Text that are considered as Text; the second coulomb displays Definition Error and the next columb shows the Causes of Error. The last coulomb shows the total of error. In that table also arise some codes. From the examples, in coulomb of text that are considered as errors, there are codes: IT1, IT2, CL, **CS** which indicates the kind of cause's error. IT1 refers to the Interlingual Transfer. IT2 refers to Intralingual Transfer. Then CL refers to Context of Learning. The last is CS which refers to Communication Strategy . In that table also, there are some bold prints of words which refer to the error in that sentence.

For example is the sentence “ I want ²**[Went]** to makasar with ³**[my]** father, mother, and sister.” In T1 above, for the bold word considered as an error which classified as an error in Interlingual Transfer. While the correction for the error was “I **went** to makasar with **my** father, mother, and sister.” The student didn't use past participle verb as the correct verb when write a recount text as we know that in generic structure of recount text uses past tense.



1.9 Research Timeline

The researcher will conduct the data through collecting the document which made by student in the eight grade students MTs. Annidhomiyah Cirebon for about three times to take the data.

NO	ACTIVITY	MONTHS														
		January					February				March					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1.	Preparation of Proposal	■	■													
2.	Instrument development			■												
3.	Revision				■											
4.	Asking agreement to the principal of the school for doing survey				■											
4.	Documentation					■	■	■								
5.	Coding Categorize							■	■							
6.	Analyzing data									■	■					
7.	Conclusion											■	■			





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