

CHAPTER I

INRODUCTION

This chapter discusses about the introduction of the research. It consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem and purpose of the research. this research also discusses about significance of the research and definition of the key terms.

A. The Background of the Problems

Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language: as grammar, content, organization, vocabulary, punctuation, spelling and mechanics. It needs a complex process. Consequently, the students may have difficulties to do the writing. It is also one of language skills that has taught from Primary school to senior high schools. Moreover, it has been taught at play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last making paragraphs.

Surely, writing is not as easy as the students think, because they should use correct dictions, chronologies, and spelling of word. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students activities in classroom. The first kind of studying writing is writing text. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many

students write text, but not many of them are able to write the text base on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write. It is avoid of making some grammatical error.

Grammatical error is a term used in perescriptive grammar to describe an instance of foulty, unconventional or controversial usage. According to Lado (1961:142), the definition of grammatical error is the pattern of arrangement of words in sentences and the patterns of arrangement of parts of words into words. Sentences are made up of patterns of arrangement of words group, words, stress, etc. It means, grammatical error can be defined as the arrangement of word or sentence in a text.

There are many kinds of text learned by the students of senior high school. One of them is recount text. Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the researcher chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represents variable, which can beused to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

Based on the preliminary research in SMA Muhammadiyah Rambah, the researcher found that the students had many problems in using grammar,

especially in writing recount text. Based on the data observation, From 50 students at the tenth grade, they are 49 students who made the grammatical error in writing recount text. It means that almost all students in tenth grade made the grammatical error in writing recount text. It is strengthened by the statement from the English teacher in tenth grade of SMA Muhammadiyah. He said that his students' writings are not really good. Especially in writing recount text. They always made some errors in their writings.

These are the problems of grammatical error in recount text that researcher found in SMA Muhammadiyah Rambah. Although the teacher had taught in a good way, not all of the students can understand well what the teacher had been explained. Some of them still did not know the tense used in recount text. They also didn't know how is the way to make a good recount text.

They still have problems in using tense in recount text. Such as one of students' recount text writing, "Last week, my friend and I **go** to the beach on holiday". And also they made the sentence by wrong subject-verb agreement. Even many students still did not know the rules of using subject-verb agreement. Consequently they should use the wrong subject-verb agreement. For example they still wrote "**They was** in the conteen at the time".

SMA Muhammadiyah students' wrote by Indonesian structure. They often change Indonesian structure into English. This is mostly because they are influenced by their mother tongue on the acquisition of the new structure. Moreover they translated the Indonesian sentence word by word as like in google translation without using the good structure and grammar.

For example: “she **is can answered** all of **question examination**.”

Many students did not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation is: On Friday we went to the Mega Mall. Suddenly, we saw a child ran up the escalator without anyone accompanied him. It should be discussed in events or the problems in a report text. Sometimes the students begin to write a report text with the problem. Likewise, they should start at the introduction of a case that they want to tell. Therefore, it needs deep analysis about this case.

Based on the explanation above, the researcher is interested in analyzing students' writing especially in their grammatical errors. The researcher would like to carry out a research under the title “**An Analysis on the Students' Grammatical Error in Writing Skill of Recount Text at the Tenth Grades of SMA Muhammadiyah Rambah**”

B. The Setting of the Problems

Based on the problems described above there are several problems that students found in writing recount text. The first, the students used the wrong tense in writing recount text. The second, they still made the sentence by wrong subject-verb agreement. The third, the students often made error at grammar. The fourth, they still wrote an English text by Indonesian structure. The last they wrote the event in orientation, they began to write a report text with the problem.

Dealing with the problem stated in the description above, the researcher will conduct this research in order to do deep analysis about

grammatical error found in writing text made by the tenth grades of SMA Muhammadiyah Rambah.

C. The Limitation of the Problems

Based on the setting of the problem described above, the subject matter of the study is only focusing on the grammatical error in part of speech and tense of recount text in students' writing.

D. The Formulation of the Problems

Based on the limitation above, the researcher formulates the problem on the following question. "What are the grammatical errors in part of speech and tense found in recount text writing by the tenth grade of SMA Muhammadiyah Rambah?"

E. The Purpose of the Research

Based on the formulation mentioned, the purpose of this research is to analyze the grammatical errors in part of speech and tense found in recount text writing by the tenth grade of SMA Muhammadiyah Rambah.

F. The Significance of the Research

The significance of this research is to give some contributions to writing skill improvement, especially in learning-writing recount text. Theoretically, this research is useful for the reader. Hopefully this research can be used as a reference for prospective teacher to be able to know the students' grammatical error in writing recount text. Practically, it is useful for the students as the source material in studying English. Also giving motivation to increase their writing in recount text. And it is also useful

for the teachers, hopefully this research can be the source teaching material in teaching English and give knowledge about grammatical error of the students' in writing recount text.

G. Definition of the Key Terms

1. Grammatical Error

According to Richard Nordquist (1983: 31) Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. It means that grammatical error is the term used to describe the fault of grammar.

2. Recount text

According to Hyland (1977: 26), “recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining”. It means that recount is a text which retells events or experiences in the past.

3. Writing

According to Homby (1998: 15), writing is making letters or other symbols (ideograph) on a surface. It concluded that writing is the process of producing the words in a form that can be read and understood.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of related literature is very important to discuss because the researcher is interested to more explain and make clear in understanding in grammatical error of recount text writing. This chapter discusses about the purpose of recount text and kinds of grammatical error. This chapter also consists of review of related theories, review of the related findings and conceptual framework.

A. RELATED THEORIES

1. Error

a. Definition of Error

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Merriam (1998:78) states that error is an act or condition of ignorant or imprudent deviation from a code of behavior. According to Norrish (1987:83), error is a mistaken judgement or incorrect believe as to the existence or effect of matters of fact, or a false or mistaken of the law. In conclusion, error is something that is not correct.

Error analysis is an activity to reveal errors found in writing and speaking. Carls James (1998: 1) states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. John Daintith (2004: 20) says that error analysis is a term that when applied to numerical analysis refers to the mathematical analysis that describes the various aspects of error behavior in numerical methods (or algorithms). It

means that an error analysis is studying the types and causes of language errors.

b. The Sources of Errors

Errors can be sourced from many things. One of the experts, Brown (1980: 24), classifies sources of error into four parts. The first is Interlingual Transfer (the negative influence of the mother tongue of learner). The second is Intralingual Transfer (the negative transfer of items within the target language). The third is Context of Learning (overlaps both types of transfer). Example: the classroom with its teacher and its material in the case of school learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language. The last is Communication Strategies (the conscious employment of verbal mechanism for communicating an idea when linguistic form are not available to the learner for some reasons).

Another expert who discusses about the sources of error is J.C. Richards (1987:32). He classifies sources of errors into six points. First, Interference, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language. Second, Overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply.

Third is Performance error. That is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion. Fourth, Markers of transitional competence, that is an error that

results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition). Fifth is Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so. Last is Teacher-induced error is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

c. The Causes of Error

Knowing the causes of error is important before doing the research. Many things can be the causes of error. One of the experts, Norrish (1983:21-26), classifies causes of error into three types that is carelessness, language interference, and translation. The three types of causes of error will be discussed briefly below. The first is Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

The second is First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference". The last is translation. Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

d. The Kinds of Error

There are several kinds of error can be found in writing. According to Corder (1973:277), errors divided into four categories. The first one is Omission of some required element. Omission in morphology, learners often leave out the third person singular morpheme -s, the plural marker -s and the past tense inflection -ed. A learner could say, for example , A strange thing happen to me yesterday -which signals a problem with his/her control of the past tense inflection in 1986 English. However, this phenomenon is also exhibited in native-speaker speech and originates from a natural tendency of assimilation of /d/ to the following /t/ in all but the most stilted speech/h'pendtu/ /h'penttu/ and the geminate /tt/ is then ripe for reduction to /t/.

The second is Addition of some necessary or incorrect element. In morphology learners often over use the third person singular morpheme -s and the plural marker -s. A learner may say I thinks and The books is here instead of I think and The book is here, respectively.

The third is Selection of an incorrect element. An error can be committed in morphology as a result of the selection of a wrong morpheme. For example, the learner can use -est instead of -er for the comparative, producing a sentence like My friend is oldest than me . However, it appears that morphological errors in English due to selection are not as frequent as errors in other linguistic spheres, because of the relatively small number of inflections and of their restricted usage.

The fourth is Miss-ordering of element. At the morphological level misordering of bound morphemes in English is perhaps less frequent. Given their limited number. But in the example He's get upping now, the learner attaches the inflection -ing to the particle of the two-word verb get up.

2. Grammatical Errors

There are some examples of the grammatical errors that are found in the students' writing. According to M. Kreml Nancy (2004:361) grammatical error is divided into five categories. First is Sentence Pattern. Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V).The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

The example can be shown in this sentence. "Birds flew."Birds as Subject flew as a Verb. The other example is "The student needs a pen." The student as a Subject, needs as a Verb, a pen as an object. Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called "intransitive verbs." Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called "transitive verb." Common transitive verbs: buikd, cut, find,like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; A student studied. Intransitive; A student studied books. Subjects and objects of verbs

are nouns (or pronouns). Examples of nouns are person, place, thing, John, pen, Asian information, appearance).

Second is Tense. Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: "When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud "pop!" Even my friends heard it. The teachers called my parents, who came quickly. . . ."

Third is Pronoun. A pronoun is a word that is used in the place of a noun or noun phrase. Usually, when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Here are several kinds of pronoun.

Personal pronouns. Personal pronouns are words such as: first person pronouns, example words that represent or include the speaker or writer. Singular: I, me, my, mine. Plural: we, us, our, ours. Next is second person pronouns, example words that represent the person or people who is/are being addressed. Singular: you, your, yours. Plural: you, your, yours. Last is third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader. Singular :he, him, his, she, her, it, its. Plural :they, them, their, theirs.

Fourth is preposition. Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they

have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

The following list illustrates the use of prepositional phrases to convey specific kinds of information. First is Place: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath. Second is Direction: across, at, by way of, down, into, out of, to, through, toward, up, upon. Next is Time: about, after, around, at, before, by, during, from ... to, from ... until, in. And then Purpose, reason: for. Next is Possession: of. Manner, instrument: by, in, like, with. Identification: at, by, in, on, with. Distance: for. Agent: by. Material: with. The last is Quantity: by.

Fifth is Punctuation. Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well.

Punctuation marks used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc. Full stop is the punctuation mark (.) put at the end of a sentence, or at

the end of a word that has been shortened. Next is Commas. A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese. Next is Apostrophe. The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc. For example: It's a fine day today. (short for 'it is') The dog bit its tail. (Showing ownership).

The last is Capitalization. Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names printed in capitals. Capitalization is the use of capital letters. Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions. Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase. Do not capitalize words to emphasize them in academic writing.

According to Carl James (1939: 154), grammatical error is divided into two categories, they are morphology error and syntax error. In Morphology error there are five lexical word types in English: noun, verb, adjective, adverb and preposition. For example: six book*, is noun

morphology error. Was drink*, is verb morphology error. Visit me soon*ly, is an adverb morphology error and so on. Other than that, there are other morphology error always found in writing a text. As like third person singular –s, plural –s, past tense –ed, and progresive –ing.

3. Writing

There are many definitions of writing according to some experts. First is according to A S. Hornby (1987: 996) writing is to make letters or other symbols (ideograph) on a surface. It means that writing is the representation of language in a textual medium through the use of aset of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language viaa non-textual medium such as magnetic tape audio.

Sarah Huddelson (1989: 5) defines writing as an act of the mind by which writers create meaning. It means that writing is the creating of meaning from one's own intellectual and linguistic resources and activity, rather than the copying of someone else's text, or the use of prepared lists of words to create sentence or stories. From the definitions above, it can conclude that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

a. The Process of Writing

Writing has a process. There are some experts explain about process of writing. John Langan (2003: 139-150) states that there are four bases in writing

an effective paper: unity, support, coherence, and sentence skills. The first is Unity. To achieve unity is to have all the details in your paper related to your thesis and to your three supporting topic sentences. Each time you think of something to put into your paper, ask yourself whether it relates to your thesis and your supporting points.

The second is Support. After realizing the importance of specific supporting details, all your papers should include such vivid details. The third is Coherence. All the supporting ideas and sentences in a paper must be organized so that they cohere. Key techniques for tying together the material in a paper include a clear method of organization (such as time order or emphatic order), transitions, and other connecting words. The fourth is Sentence Skills. Here are the examples of sentence-skills mistakes: quotation marks, capitalization, singular-plural, parallelism, sentence fragment, misspelled, tenses, apostrophe, etc.

Another expert who explains about process of writing is Kate Grenville (1998: 26). She states in his book that short stories, essays, reports—they all look very different, and they are doing different jobs, but you can go about them all in the same way using these same six steps. They are Getting ideas (in no particular order), choosing (selecting the ideas you think will be most useful), outlining (putting these ideas into the best order—making a plan), Drafting (doing a first draft from beginning to end, without going back), revising (cutting, adding or moving parts of this draft where necessary) and editing (proof reading for grammar, spelling and paragraphs).

b. The Purpose of Writing

Many different kinds of writing, they are novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them have the basic purpose of getting ideas from one mind into another. However, there is an expert who explains more about purpose of writing. The expert is Kate Grenville.

Kate Grenville (2001: 8) says there are three purposes of writing. First is writing to entertain. Entertain doesn't necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it's like to be a reader; you can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a 'true story' for added effect.

Second is writing to inform tells the reader about something. These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

Third is writing to persuade. Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feeling.

4. Recount Text

Determining the types of text is needed to do by the students. It will help students to determine the topic or subject, purpose (why they are writing), style (how they should write) and their attitude toward our subject supportive, objective, etc. Many kinds of text are learned in Senior High School. Not only in the tenth grades, but also in the eleventh and twelfth grades this lesson has been taught.

According to KTSP curriculum, there are 14 kinds of text. But only six kinds of text are taught in tenth grades of Senior High School. They are recount text, procedure text, news item, report text, descriptive text and narrative text. The basic competence is the students can use various kinds of language, i.e: either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item.

According to Ken Hyland (2004: 29), "recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining". The tense that is used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. It looks at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Recount is a reconstruction of something that happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of events is then described in some sort of order, for instance a time order. According to Seaton

(2007:11), the generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). And since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first. The lexico grammatical features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence.

According to Derewianka (1990: 15) there are three types of recount text. First is personal recount, which exposes an event in which the experiences of the writer which happen in the past. Second is factual recount purpose to retell the past event or incident which is related to the factual event in general. Third is imaginative recount. It is an unreal event or story and tells an imaginative character and imaginative events which is created by the writer.

Other examples of recount can be found in a biography, an autobiography, news item, history, a letter, a journal, or a testimony of a witness of an event or incident, accident report. It is stated by Anderson (1997). The function of sequence of events, this part involves of several paragraphs are used to tell the events chronologically. Each paragraph contains one topic of event, as to tell the events chronologically. Some sequence markers are often used such as first, then, and after that.

The function of re-orientation is to close a paragraph. It is to reorient the main point of the events. It usually tells about what the writer feels about the event at general, what the writer think, and hope. According to Derewinaka (1990: 15) recount text usually have language features:

- a. Specific participants, such as my family, our family, my father, my mother, my friend, etc.
- b. Use of simple past tense, simple past tense indicates a completed action about what happened in the past at a specific time (Pyle, 2001: 110);
- c. Use of material processes (action verbs), such went, saw, left, etc.
- d. Circumstance of time, in past tense, an adverb of time can be found in the sentence, such as ago, yesterday, last week, etc, may show a period of times that can be meant by the context or situation (Hornby, 1975: 85-86);
- e. Use of first person pronouns, such as I, we;
- f. Circumstance of place, where did the story take place?;
- g. Temporal sequence or linking items (e.g. the, next, later, etc).

From the explanation above, this study is conducted to analyze the students' difficulties in writing their recount text, the errors that related to the

text organization and the language features from the participants' personal recount texts, and students' problems in writing recount text. Thus, error analysis will be discussed in the following section.

In conclusion, recount text is one of the important text types that must be understood by students. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). Since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first. The lexicogrammatical features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence.

B. RELATED FINDINGS

The researcher's research relates to the previous studies that discuss about recount text. They do the research in writing skill, but every research is in different aspects. They give contribution to this research. Here are some related findings that related to this research.

First is thesis by Ansyar and friends, 2006, entitled "Errors in using simple past tense in recount texts Written by the eighth graders of smp lab um. The purpose of this study was to find out (1) the dominant errors made by the

eight graders of SMP Lab UM and (2) the types of errors that occur in using simple past tense in recount text written by the eighth graders of SMP Lab UM. The research design applied in this study was descriptive quantitative. Since the population consisted of six classes, cluster random sampling was used to collect the data to represent each of the classes, so that they were all well represented. Then, the data was described by using the technique of descriptive quantitative. The study found out that (1) there are three out of eleven types of errors classified as the dominant errors, namely Omission of *to be*, Wrong form of *to be*, and Wrong form of verb; (2) the types of errors are intralanguage and interlanguage errors.

Second is thesis by Umiyatun, 2009, entitled "The problems of writing recount encountered by students of the state junior high school 2 purworejo. She concluded that the communicative purpose on writing recount texts of the eighth graders of 'SMP N '2 Purworejo in the academic year 2009/2010 is to retell their past experience. Besides, they could write functional stages on writing recount well. It can be seen from the average percentage of each stage.

Third is thesis by Natanael Saragih and friends, 2014, entitled "The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. They only focused on the effect of recount genre to improve writing skill. The methodology which was used by using classroom action research. The subjects were the Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. Two classes, Galatia and Hosea were taken the subject of

observation. This research object was to find the effect and extent of recount genre to improve students' ability in writing skill where the population and sample was taken from grade III students of Kalam Kudus Elementary School 2 Pematangsiantar. After the data had been collected, they found out that the students in the grade III had improve in their writing. It had been also caused by the frequency of writing practise of recount genre, that recount genre can be applied to improve the writing skill of the students.

Fourth is thesis by NajlaFarhani, 2008, Entitled "An Analysis of Students' Error in Writing Descriptive Paragraph At English Education Department Of Tarbiyah Faculty Of State Institute Of Islamic Studies North Sumatera". The aims of this study are to know more about errors which made by students in writing descriptive paragraph. The population of this research was the students of English Education Department Of IAIN SU-Medan.

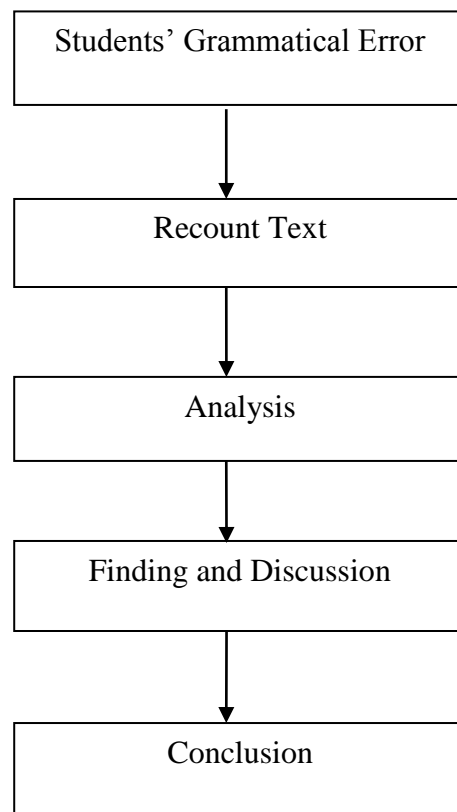
Fifth is thesis by Ronald Candy S. lasaten, 2009, entitled "Analysis of errors in the english writings of teacher education students". In this research, the study aimed to analyze the common linguistic errors in the English writings of teacher education students. This research specifically sought to identify and describe the prevailing linguistic errors in the English writings of the students. Moreover, it investigated the possible causes of these errors and drew out implications to language learning and teaching. Using random sampling, the written compositions of the students were subjected to error analysis using the Taxonomy of Errors patterned after the model of Darus and Ching.

Based on the explanation study above, the researcher considered positive contribution of that conducted research. However, none of them conduct the research in grammatical error of recount text writing at the tenth grades of SMA Muhammadiyah Rambah. Furthermore, the basic components of making recount text is very important to be learnt, because it will be a good provision for students who will make a good writing. In this research, the researcher wants to know what is the grammatical error occur in recount text writing by the tenth grades of SMA Muhammadiyah Rambah.

C. CONCEPTUAL FRAMEWORK

Conceptual framework is the concept that writer use to plan the research. A conceptual framework is an analytical tool with several variation an context. It uses to make conceptual distinction and organized ideas. The researcher will conduct the research based on this conceptual framework. The following figure describes the conceptual framework:

Figure I. Conceptual Framework



From the conceptual framework above the researcher measured the students' skill in recount text writing. The researcher choose the students as sample of the research to measure their skill about recount text writing. Then the researcher will analyze the values, from analyzing the research will get the research finding and researcher makes a conclusion about this research

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the research. It consists of research design. The researcher used the descriptive qualitative method. This research also discusses about setting of the research, instrument of the research, and discusses about technique of collecting data and technique of analyzing data.

A. Research Design

The researcher used the descriptive qualitative design in this research. According to Creswell (2012:211) “In qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants”. By using this method, it is expected that the researcher is able to describe the students’ error in their recount text writing.

Burns and Grove (2003:195) define a research design as “a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997:142) describes a research design as “a plan that describes how, when and where data are to be collected and analysed”. Politetal (2001:167) defines a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”. It means research design is another way of stating that we know something we did not know before we began the investigation.

B. Setting of the Research

a. Place and Time of the Research

The research was conducted in SMA Muhammadiyah Rambah. It was found that there were some errors were made by students in writing recount text. So the school was chosen due to feasibility of gathering the data.

b. Population and Sample

In this research, the researcher was interested to take the population of the research from the first grade students of SMA Muhammadiyah Rambah. According to Arikunto (2010: 173) population is a set or collection of all elements possessing one or more attributes of interest. There were 50 students at first grade students of SMA Muhammadiyah Rambah. It consists of 24 students in class A and 26 in class B. There for the sample of the research were 50 students.

The sample used by researcher was total sampling. According to Sugiyono (2009: 124) total sampling is a technique to determine the sample if all of the population is used as sample. To take the sample according to Arikunto (2010: 112) if the subject is less than 100 peoples suggested to take all of subject. But if the subject more than 100 peoples can take 10-15%, and 20-25% or more. In this research, the researcher used total sampling because the population at first grade students of SMA Muhammadiyah Rambah less than 100 peoples. It means the sample of this research were 50 students. So, the sample and population in this research were same.

C. Instrumentation

To collect the data, the researcher needs instrument. Arikunto (2002 : 136) states that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. It means that the instrument is the media used by the researcher to collect the data from the respondence. And also the instrument must have some controls to make sure the test is understood by the respondence.

The instrument used in this research was writing test. In this writing test, the students were asked to make recount text based on the topic given by the researcher. The topics are: A study tour to Pekan Baru, My holiday and Our Vocation to Padang. From the three topics, the students only choosed one topic. The researcher gave the instruction to the students to enlarge their choosen topic in a peace of paper by following the rules or instructions of making recount text. They really put their knowledge of structures in their writing.

D. Procedure of the Research

On May 30th 2016, the researcher asked permission to head master of SMA M RAMBAH. Then the researcher met the teacher of class which had been chosen by the researcher, and the researcher also asked permission for giving test from lesson process in the class. Than the researcher used collection of students recount text (writing test).

Before having writing test, the researcher explained about recount text to the students, so that students could understand and comprehend about

writing recount text. After the students finished working the test, the researcher collected their worksheet, then the researcher evaluated and classified them based on the types of grammatical error.

E. Technique of Collecting the Data

To collect the data, the researcher asked the students to make a recount text. Then the researcher read the students' recount text to determine errors. After that the researcher analyzed the error by underlining the error items and classifying the errors based on the types of grammatical error. Namely: error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation.

F. Technique of Analyzing the Data

After collecting the data, the researcher classified the data into five aspects of grammatical error: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition and Punctuation. Students' writing test was analyzed by three raters (Umami Rasyidah, M.Pd, Batdal Niati, M.Pd and Evi Kasyulita, M.Pd) with reference to the theory. The data was explained in description analysis. Then the finding was discussed with the related theories.