

**AN ANALYSIS OF ERROR IN WRITING RECOUNT TEXT BY TENTH
GRADE STUDENTS IN SMA NEGERI 4 PEKANBARU**

A Thesis

*Intended to fulfill one of Requirements for the Award of Sarjana Degree in English
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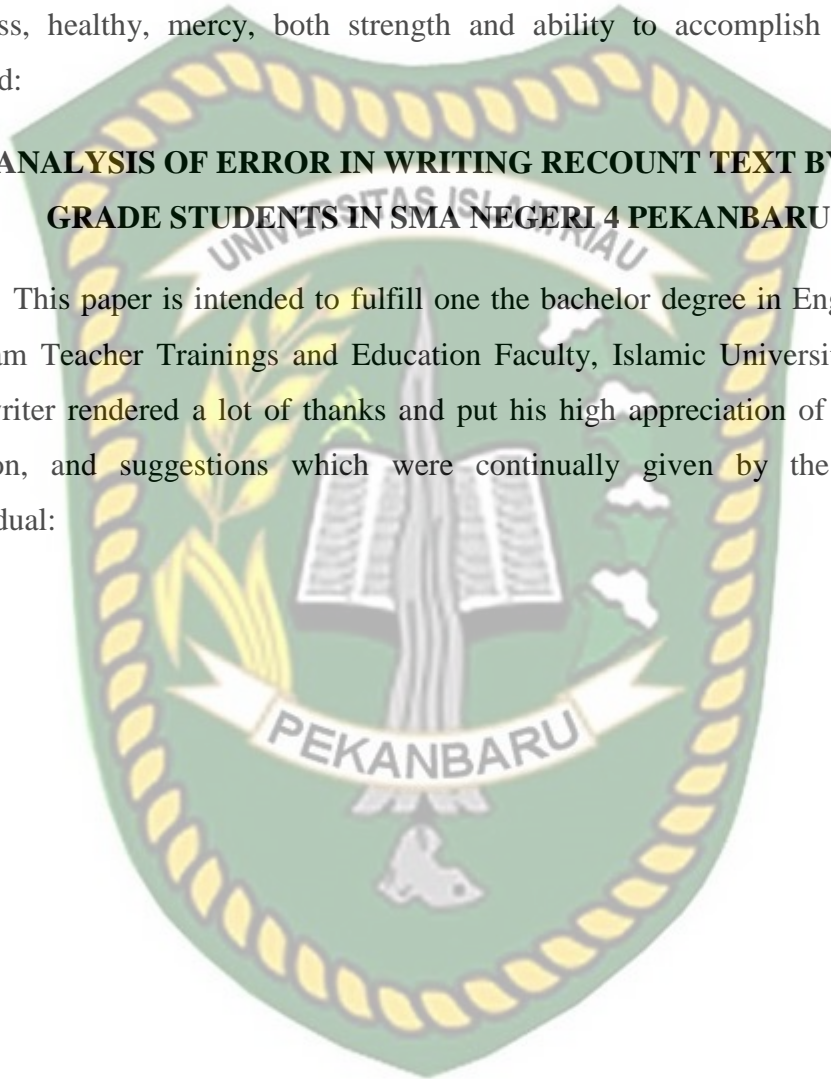
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Abstract

This analysis of errors in writing recount text. The goal of this study is to learn about and assess the errors made by tenth grades science students at SMAN 4 Pekanbaru in composing recount texts in Academic Year 2021 / 2022. The descriptive technique was utilized in this study, and the researcher reported the findings of the analysis by explaining the data gathered. The measurement technique and indirect observation approach were employed to acquire data. Some questions and an indirect test are used to obtain data.

This study relied on qualitative methodologies. A case study was chosen as the research design. In addition, the author choose 30 students from the 10th grade to observe. To gather information from several students and an English teacher, the author employed a written test and an online interview.

Based on the findings of this study, some students, according to the author, make a variety of mistakes (omission, addition, selection, and misordering). The most common form of error is to be and grammar. Most of students are very confused and do not understand to create the sentences. The writer discovers the following errors as a result of the test: errors in using the correct verb (45%), errors in using the correct to be (35%), and errors in using the correct noun phrase (20%). The writer concluded, based on the findings and discussion of the research, that the most common error made by students is the use of verb.

Due to the findings and discussion of the results, The author concluded that the kids were still having difficulty with word order. As a result of the

findings, students should study and understand more about word order, particularly how to use it in recount texts. They should learn more about grammar in order to improve their knowledge and reduce their mistakes in student word order. The teacher, as a facilitator, should therefore be able to accommodate the student's requirement for any materials.



Dokumen ini adalah Arsip Miik :

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CHAPTER I

INTRODUCTION

1.1 Background of the study

As an international language, English become an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as compulsory subject to learn in Junior High School up to Senior High School. In learning English, there are some skills that students need to learn, specifically: listening, speaking, reading, and writing. Listening and reading skills that are related with receiving message are considered as receptive skills. Speaking and writing skills which are related with language production are considered to be productive skills.

As productive skill, writing is different from speaking skill nor other receptive skills. Writing is pretty difficult skill for not only it needs a lot of vocabularies in arranging or creating paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time and mind. To make a good paragraph there are some rules and type. As Harmer (2004) states that, Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think and learn then they do in oral activities. They can go through what

they know in their minds, even consult dictionaries, grammar books or other reference material to help them.

Especially for second language and foreign language learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing, as Richards and Renandya (2002:303) explain: There is no doubt that writing is the most difficult skill for second language 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. Second language 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 can be summed up that writing is hard work which needs a plenty of time for it not only generating and organizing the ideas but also must translate the ideas into comprehensible writing by using grammatical rules accurately. It takes a process which needs a lot of practices to be good writing. Therefore, it is inevitable for students of second language or foreign language not making mistakes and committing errors in their English writing because it is the most complex skill.

The explanation above is supported by the writers's unstructured interview result with the English teacher of SMA Negeri 4 Pekanbaru that the main problem faced by students in writing activity is grammatical rules. Most of students are getting difficult to pick out the verb to write, so

they got much mistakes and error, for instance in writing recount text the students had difficulties in choosing the correct form verb for past events.

The writer also got such the case above when she was in her observation in SMA Negeri 4 Pekanbaru, most of students were not correct in using the verb of past tense and some other grammatical rules when the writer gave them a task to write down their personal experience for a recount text. The writer thought that the students' errors are caused by certain factors; first they translated their concept in Indonesian sentences word by word into English sentences and it often made their sentences or text read unfamiliar and wrong in English way.

The other factor is the students' knowledge. Probably, they didn't know the correct form to modifying of verb tense they wrote in their writing text and they were confused and flustered to put to be in the non verbal or verbal sentence they wrote. It could be caused by the intervention of the students' first language or they lack of competence that reflected on how much the students had learnt the grammatical rules of the target language.

Students need to learn certain kinds of texts in Secondary School. It is based on Kurikulum 2013 School based curriculum that mentions in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence that there are five kinds of writing texts to learn in Secondary School, specifically: narrative, recount, procedure, descriptive, and report Text. One of the texts that are close to the student's

life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the succession of time, it is different from narrative text which the climax and the resolution of problem must be created in the story.

Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Due to the events they already went through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of students think about writing as a burden because of some reasons correlated in using the proper lexical and grammatical rules. So, the writer decided to choose recount text as students' writing activity in this research.

The above explanation stimulates the writer to conduct research in analyzing students's grammatical error in writing and finding out the sources of errors. The writer decided to handle a study which is related to grammatical errors that students have done in writing recount text. This issue would be discussed in her paper entitled "An Analysis of Error In Writing Recount Text by Tenth Grade Students In SMA Negeri 4 Pekanbaru". This research is conducted by using a case study in the first grade students of SMA Negeri 4 Pekanbaru.

1.2. Identification of the Problem

In this research there are some problems that can be identified:

1. Some of the students get difficulties in writing recount text, finding the topic, and the students were not correct using verb past tense and also grammatical rules.
2. The English teachers also do not realize the appropriate methods or techniques of teaching recount text especially which related with grammatical rules that are very important for the students.
3. In learning process, the English teacher only try the same technique for all types of recount text. The effect is that the students do not have any ideas to create recount text.
4. Many of the students get bored while teaching learning process because of the technique by the teacher is monotonous.
5. Many of the students are reluctant to memorize vocabulary as well as practicing English in daily life.

1.3. Limitation of the Research

It necessary to make limitation of the problem in order to clarify the problem. The writer focuses on analyzing grammatical errors in writing recount text made by the students in the second grade of SMA Negeri 4 Pekanbaru. She classifies the errors based on Betty S. Azzars classification of errors and analyzing the errors to find out the sources of errors.

1.4. Research Question

In this research the writer has some questions based on the study:

1. What are the most common errors which students made in their recount text writing?
2. What are the sources of errors in their recount text writing?

1.5. Objective of the Research

Based on the formulation of the problem above, the objectives of this study mainly are intend as follows:

1. To find empirical evidence of students grammatical errors in second grade of SMA Negeri 4 Pekanbaru in their recount text writing.
2. To find the sources of errors made by students in their recount text writing.

1.6. Significance of the Research

Particularly, this paper is expected to be beneficial for improving the writer's perception in error analysis and generally for anyone who is interested in reading about analysis field. Especially for students of English Education Department, they can read this study as one of their references for additional information.

1.7. Definition of Key Terms

In order to make clear the key terms used in this study, some definitions are put forward.

1. Errors

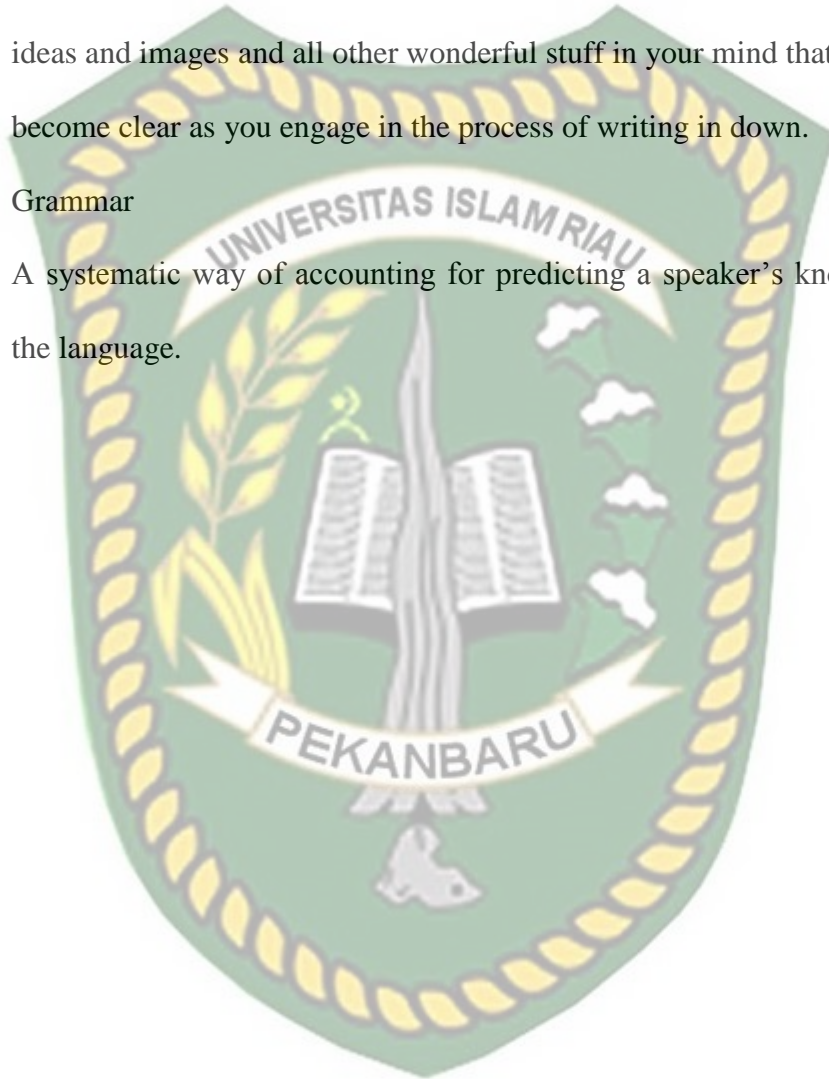
A systematic deviation which made by students who have not mastered the rules of second language yet.

2. Writing

A way of knowing, of discovering what you know is what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing in down.

3. Grammar

A systematic way of accounting for predicting a speaker's knowledge of the language.



CHAPTER II

THEORITICAL FRAMEWORK

1.1 Error and Error Analysis

1. The Understanding of Error Analysis

In the middle of the twentieth century, one of the most activities of applied linguistic branches was the study of two languages in contrast. Eventually, the backlog of comparative and contrastive data on myriad of pairs of languages yields Contrastive Analysis Hypothesis (CAH). The main focus of Contrastive Analysis (CA) was on comparing with the mother tongue (MT) and the target language (TL) in order to foretell or explain the errors made by learners. Contrastive Analysis lasted until late 60's affected by behaviorist theory which considered second language acquisition as learning new sets of habits and transferring the learner's native language as the basic process of second language learning. Therefore, errors were regard as being the yields of the persistence of existing mother tongue habits in the new language.

Vecide Erdogan (2005:262) states in his journal that Error Analysis (EA) appeared in the sixties to demonstrate that learners errors were not only because of the learners' native language but also they reflected some universal learning strategies. According to

him, Error Analysis related with the learners' performance in terms of the cognitive process they make use of in identifying or coding the input they receive from the target language. Therefore, a primary focus of Error Analysis is on the verification that learners' errors provide with an understanding of the underlying process of second language acquisition. Error Analysis achieved considerable popularity in the 1970s, replacing Contrastive Analysis.

Dulay, et al (1982:141) have in line idea such the opinion above that, the Error Analysis movement can be identify as an attempt to account for learner errors that could not be explained or described by Contrastive Analysis or behaviorist theory, and to bring the field of applied linguistics into step which current climate of theoretical opinion.

It can be summed up that the Error Analysis emerged to change the place of Contrastive Analysis perception about learner's errors which the Contrastive Analysis was affected by behaviorist theory.

Some experts give their opinions about Error Analysis. According to Gass and Selinker (2008:102-103), Error Analysis is a type of linguistic analysis that focuses on the errors learners make. Error Analysis compares between the errors a learner makes in producing the target language and the target language form itself. They explain that, Error Analysis provides a broader range

of possible explanations than contrastive analysis for researchers / teachers to use to explain the errors, as the latter only connected errors to the Native Language.

It means that Error Analysis which concerns in learners' error can explain more about learner's error what Contrastive Analysis can't predict.

While Corder (1981:35) points out that Error Analysis is part of methodology of the psycholinguistic investigation of language learning. It aims at telling us something new about the psycholinguistic process of language learning. The Corder's opinion is in line with other experts' opinion about Error Analysis such as Ellis (2008:62) who states that Error Analysis is used as a tool to investigate how learners acquire a second language. Ellis and Barkhuizen (2008:51) further explain that Error analysis consists of a set of procedures for identifying, describing, and explaining learner errors. Gorbet (1979:24) also explains that, The basic task of error analysis is to describe how learning occurs by examining the learner's 'output'. James (1998:1) furthermore argues that, Error Analysis is the way or method of determining or establishing the incidence, nature, causes and consequences of unsuccessful language. It seems that the use Error Analysis is such a tool that investigates students' learning process in acquiring

second language by identifying, describing, analyzing, and explaining the learner's error.

It can be concluded that the presence of Error Analysis was to explain what Contrastive Analysis cannot predict about learners' error. Contrastive analysis considered error as interference of mother tongue affected by behaviorist theory and lasting until late sixties. Error Analysis which considered error was not only because of the learner's native language but also it reflected some universal learning strategies, is a tool to analyze the learner's error in obtaining language which consists of identifying, describing, analyzing, and explaining the errors.

2. The Distinction between Error and Mistake

Some people have different perception between error and mistake, so do some teachers. Then further understanding with error and mistake becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competence and knowledge in language learning process. Therefore, a systematic elaboration of the differences between error and mistake is necessary in order to have sound explanation.

Unavoidable the learner will make mistakes and errors in the language acquisition process. As Dulay (1982) points out that, making error is an inevitable part of learning. People cannot learn language without first systematically making errors. Brown (2007)

also states that, Learning is basically a process that involves the making of mistakes. Mistakes, misjudgements, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information. It means that making mistakes and error is naturally happened for learner because it is part of learning in language acquisition process.

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' and that it is a failure to use a known system correctly. All people commit a mistakes, in both native and second language or another situations. Native speakers are commonly capable to admitting and correcting such "lapses" or mistakes, which are not the result of a insufficiency in competence but the result of some sort of temporary fault or imperfection in the process of doing speech. An error is a perceptible divergence from an adult grammar of a native speaker, reflecting the competence of the learner.

It means that error disclose the learner's knowledge of the target language, while mistake is the learner's temporary impediment or obstacle in process of utilizing the language.

Corder in Larsen-Freeman and Long (1991) give more description about Error and Mistake.

Corder (1981) made a difference between a mistake and an error, i.e.: Whereas a mistake is random act slip caused by exhaustion, excitement, etc, and therefore can be readily self-corrected, an error is a systematic divergence made by learners who have not yet mastered the rules of the second language. A learner cannot self-corrected an error because it is a result reflective of his or her current stage of development, or fundamental competence. Rather than being seen as something to be prevented, than errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of target language rules.

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

Table 2.1

The Distinction between Error and Mistake

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

3. The Sources of Error

It's necessary to know and learn the source of error in order to recognize the troubles that faced by students in language learning process. Taylor in Ellis (2008) points out the source or error into four categories:

- a) Psycholinguistic sources concern the nature of second language knowledge system and the difficulties learners has using it in production.
- b) Sociolinguistic sources such matters as the learners' ability to adjust their language in accordance with the social context.
- c) Epistemic sources related with the learners' lack of world knowledge.
- d) Discourse sources also involve problems in the organization of information into a coherent 'text'.

Different from Ellis, Brown (2007) classify the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

- a. Interlingual transfer is the negative influence or impact of first language. Before the second language is familiar for the learner. The first language is the only previous linguistic system which can be referred or they can mention by the learner.

- b. Intralingual transfer is the negative convey within the target language itself. In other words, it's the incorrect conclusion of rules within the target language.
- c. 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 guide the learner to make faulty hypothesis about the language. In other words, the learners have wrong hypothesis of the teacher's explanation or the textbook which lead them to make errors.
- d. Communication strategy is connected with the learning style. Learners surely use production strategies or method in order to increase getting their messages across. However, sometimes these techniques can be a source of error.

James' (1998) idea related with brown in talking about the source of error as follows:

- a) Mother-tongue influence: Interlingual Errors. The error caused by the mother tongue disorder. The learners can be 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 target language form on any level and on any class can do either of two things:

1. The learner can set about learning the needed item, involving the learning strategies.
2. The learner can try to fill the gap by using communication strategies.

c) Communication Strategy-Based Errors. The error includes and connected with holistic strategies and analytic strategies.

1. Holistic strategies, the term 'holistic' refers to the learners' assumption. The most common term for this is approximation.
2. Analytic strategies describe or explain the concept indirectly, by allusion rather than the direct reference: this is circumlocution.

d) Induced error refers to the learner errors that result more from the classroom situation than from either students' incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the yield of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors also caused by

material-induced error, teacher-talk induced error, exercise-based induced error. Error induced by pedagogical priorities, and look-up errors.

It can be concluded that Taylor (2008) divides the source of error based on the learners' linguistic development stage. While Brown (2007) and James (1998) categorize the source of error into four main categories, namely: interlingual transfer, intralingual transfer, communication strategy and context of learning or in James called induced error. The writer also uses the four main categories sources of error based on Brown's idea to find out the reference and the students' sources of error in her research.

The Causes of Error

John Norrish (1983) exposes three causes of errors:

- a. Carelessness: it is often closely related to lack of motivation. Many teachers will admit that is not always the students' fault if they loses their interest; perhaps the materials or the style of presentation do not suit him.
- b. First language interference: Learning a language (mother tongue or a foreign language) was matter of habit information. The learners' utterances were thought to be slowly 'shaped' towards those of the language he was learning.

- c. Translation: Probably the most students make errors in translation. This happen because a student translates his first language sentence of idiomatic expression in to the target language word by word .

It can be concluded that Norrish (1983:26) classify 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.

The Types of Error

Several experts give their idea about the kinds of error. They classify it into several types. Corder in Ellis (2008) explain that there are three types of error according to their systematicity:

- a. Pre-systematic errors occur when the learner is ignorant of the existence of a particular rule in the target language. These are random.
- b. Systematic errors occur when the learners has find out a rule but it is the wrong one.
- c. Post-systematic errors occur when the learner knows and understand the correct target language rule but uses it inconsistently.

The other type of errors is elaborated by Dulay et al (1982 : 146 – 147) who classify errors into four descriptive classification of errors. They are linguistic category, surface strategy taxonomy, comparative taxomomy, and communicative taxonomy.

- a. 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 effect.

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

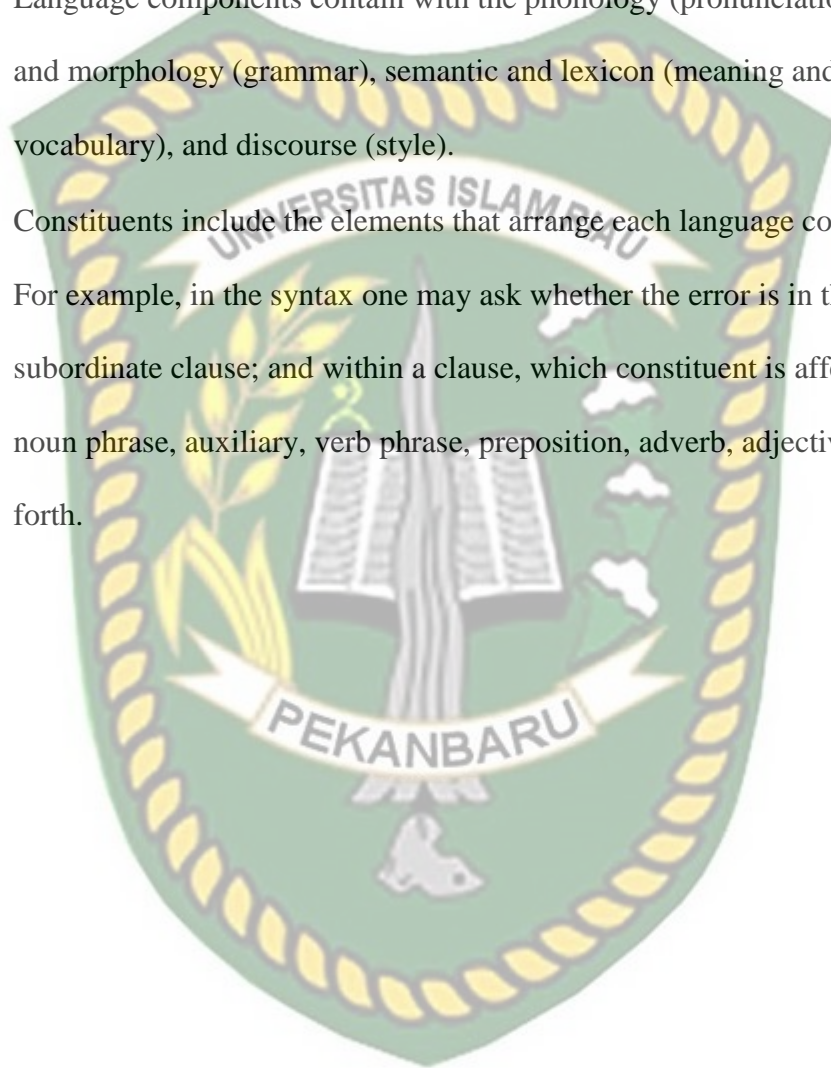


Table 2.2

A Sample Linguistic Category Taxonomy

No.	linguistic Category and error Type	Example of Learner Error	Explanation
1	<p>Morphology</p> <p>a. Indefinite article incorrect</p> <p>b. Possessive case incorrect</p> <p>c. Third person singular verb incorrect</p> <p>d. Simple past tense incorrect</p> <p>e. Past participle incorrect</p> <p>f. Comparative adjective / adverb incorrect</p>	<ul style="list-style-type: none"> • A animal • The woman hand • The elephant eat fish • She putted the cake here • She was work • She got up more faster 	<ul style="list-style-type: none"> • a used for an before vowels • omission of of 's • failure to attach -s • regularizatio n by adding -ed • omission of -ed • use of more + er

2. Syntax a. noun phrase b. verb phrase c. verb- and – verb construction d. word order e. some transformation	<ul style="list-style-type: none"> • She put it in the her room. • She is in water • You go climb • The deer (object) they were gonna shoot it. • She not talk anymore 	<ul style="list-style-type: none"> • Use of possessive with the article • Omission of to be • Omission of to in identical subject construction • Repetition of the object • Formation of no or not without the auxiliary do
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a. Surface Strategy Taxonomy

Learner may omit necessary any morphemes of words, add unnecessary ones, misform items, or misorder them. Therefore, Dulay et al (1982) classifies the error based on surface strategy taxonomy into four

categories. There are omission, addition, misformation, and misorder and each of that has an explanation.

1) Omission

Omission errors are marked by the absence of an item that should be appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, and adverbs. Language learners also remove grammatical morphemes much more frequently than content words. For example:

- John is the president of the new company
 - ✓ John, president, new, company. (Content Morpheme)
 - ✓ Is, the, of, the. (Grammatical Morpheme)
- John the president of the new company. (omission of Grammatical Morpheme 'is')
- John is the president of the new. (Omission of Content Morpheme 'Company')

2) Addition

Addition errors that there is an item which must not appear in a well-formed utterance.

There are several types of addition errors, namely: double marking, regularization, and simple addition.

a) Double Marking

Many addition errors are more accurately explained as the failure to delete and remove certain items which are required in some linguistic construction, but not in others.

Double marking is two items tagged 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.

And the correction of the sentence above is;

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

b) Regularization

Regularization errors that including in 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 and a good item.

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

The student can remove the important morphemes, and add unneeded ones, misfor objects, and order it incorrectly. As a result, Dulay et al classifies the error into four types formed on the top approach taxonomy. Each of the omissions, additions, misformations, and misorders has an explanation.

1) **Omission**

An item that should appear in a well-formed utterance is missing, is known as an omission error. Noun, verb, adjective, and adverb were content morphemes that moved to the majority of a sentence's referential meaning. Grammatical morphemes are also removed far more frequently than content words by language learners. Consider the following scenario:

- James is the headmaster of the new school
 - ✓ James, headmaster, new, school. (Content Morpheme)
 - ✓ Is, the, of, the. (Grammatical Morpheme)
- James the headmaster of the new school. (omission of Grammatical Morpheme 'is')
- James is the headmaster of the new. (Omission of Content Morpheme 'School')

2) **Addition**

There is an item in an addition error that should not occur in a well-thought-out utterance. Addition errors can be classified into 3 parts: double marking, regularization, and basic addition.

- Double Marking

Some addition error can be characterized precisely as a inability to remove specific things that are essential in some linguistic structures but not in others.

When two items are labeled for the same characteristic, this is known as double marking. Student that has mastered the marker is frequently used in both the auxiliary and the verb's tensed forms, as in;

- I don't calls his name.
- She doesn't eat there.

And the above sentence needs to be corrected;

- ✓ I don't call his name.
- ✓ She doesn't eat there.

- Regularization

Regularizatin error in the category of addition include some rules because a marker those are normally a word or phrase that has been added to a linguistic object is mistakenly applied to unique goods from the specified category that do not require the use of a marker and a good item.

It means that learners make regularization errors when they add morphemes to uncommon words, such as:

Table 2.3

Example of Regularization

No.	Regularization Errors	Correction
1.	Birds	Bird
2.	Eated	Eat
3.	Elephanted	Elephant
4.	Forgetted	Forget
5.	Drinked	Drink

a) Simple Addition

No particular features that can be characterize specify simple additions other than those that characterize all addition errors – the use of an item which can not appear in a well-formed utterance.

Table 2.4
Simple Addition Errors

Linguistic Item Added	Example
3 rd person singular –s	A birds do not eat in the jungle
Past tense (irregular)	The camels are going to drink it
Article a	A fish
Preposition	In this position

3) Misinformation

Misinformation errors are characterized and specified by the use of the wrong form of the morpheme or structure. In misinformation errors the learner provides something, although it is incorrect.

For example:

The cat dranked the water

Regularization mistakes, archii-types, and alternative types are three types of disinformation errors. The following is a more detailed explanation:

a) Regularization Errors

Errors in regularization that fall into this category of mistinformation are all those in a regular mark is replaced with a regular one, such a runned to ran and goose to geese.

b) Archi-forms

Some typical feature from every stage of learning a second language is the choosing from one member of to symbolize a class of forms and characterize another.

For example:

4) Climb it this

5) You smart

6) This tiger

7) These birds

c) Alternating Forms

An employment from archi-types frequently offers some method or technique to the clearly free various members of a class alternate with each other as the learner's grammatical rules. Consider the following scenario:

- 8) These cats
- 9) She drunk with me yesterday

10) Misorder

Misorderng errors are divided and defined based on the wrong use of a morpheme or a group of morphemes in a sentence, as the name implies. For instance, consider the following phrase:

- 11) She is all the time eat
- 12) What mommy is drinking?
- 13) She do not call him

The correct utterances are:

- 14) She is eat all the time
- 15) What is mommy drinking?
- 16) She does not call him

b. Comparative Taxonomy

In a comparative taxonomy, comparisons between the structure of second language errors and certain other types of constructs are utilized to categorise errors. As a result of these comparisons, the two most important error categories in this taxonomy are developmental and interlingual faults. Two more categories emerge from the first two, which have been

used in comparative analysis taxonomies: ambiguous errors, which can be classified as other, which is neither developmental nor interlingual, and, of course, the grab bag category, developmental or interlingual.

1) Developmental Errors

Developmental errors are mistakes created by student which are learning the first language, such as:

17) Birds drink water

2) Interlingual Errors

Interlingual error match a semantically phrase in the target language in terms of structure. Interlingual errors are regardless of the internal processes or external events that generated them, faults in a second language that reflect the structure of the native language.

For instance, the word order of a Spanish adjectival phrase (e.g., *el hombre flaco*) that was translated into English as:

18) A woman is fat

3) Ambiguous Errors

Error can be characterized as a development are referred to as ambiguous errors. This is due to the fact that these errors both characterize the student first language shape are similar to those observed in the student studying a first language. For instance, consider the following phrase:

19) She has no food

4) Other Errors

There isn't a random collection for things that don't fit into any of the other categories, few taxonomies are comprehensive. In the utterance, for example;

20) He do smart.

c. Communicative Effect Taxonomies

The communicative effect categorization examines looks at mistakes in terms of how the listener or reader is affected. It focuses on separating errors that appear to be caused by misunderstanding from those that aren't. Faults that influence the general order of the sentence make it difficult to communicate effectively, whereas, error that impact only one part of a sentence do not influence the rest of the sentence.

It implies that there is a communicative effect taxonomic flaws might cause the intended message to be misconstrued by the listener or reader. Many students of speaking or writing could be understood since there is a tiny infringement in the text, thus the actual meaning could be deduced, while several flaws make it impossible to comprehend the material.

Based on the communicative impact taxonomy, Burt and Kiparsky uncover two categories of errors in Dulay et al.

Global Error

Communication is substantially hampered by errors that affect overall sentence order.

It signifies that global errors occur in a sentence with a high percentage of violations, making it difficult to interpret.

The following are the most common global error:

Wrong order of major constituents

Spanish food is spicy of some people

a) Missing, wrong, or misplaced sentence connectors

(if) did not eat this rice, they hungry at office

She will be famous until she work

(when)

b) Missing cues to signal obligatory exceptions to pervasive syntactic rules

The teacher's book ^(were) written ^(based on) the experience

c) Regularization of pervasive syntactic rules to exceptions

He was very proud of that achievement

(that music makes me happy)

1) Local Error

Single-element (constituent) error in the text normally does not obstruct connection considerably. Errors with noun and verb inflections, articles, auxiliaries, and quantifier formation are among them.

It signifies that a local error is one that the listener or reader can understand by inferring the intended meaning from a minor inconsistency in a sentence.

Example:

- When meet they everyday ?

and

- When they meet everyday?

Based in Brown, Corder discusses Overt and Covert Errors, which include the following:

At the sentence level, overtly incorrect expression is definitely grammatical rules. Covertly erroneous utterances are grammatically sound at the sentence level, but they are unintelligible in the setting of communication. Especially, if you pay attention to the surrounding conversation, covert errors aren't actually covert at all (prior to or following the utterance). "She's OK, and I" is technically at the level of the sentence, it is clearly incorrect as a response to "who are you?"

It should be noted, Overt error is grammatically erroneous in the sentence end; yet, it is improper when it comes to communication., e.g.; "where is she? She is okay."

Conversely, Betty Schramper Azar (1989) divides errors into fourteen categories. The following is a more detailed explanation:

a. Singular-Plural

The number indicates whether a term is singlar or plral. If the noun describes only a thing, it is called a singlar number. There is only one pen in my possession. A plural number is a noun that refers to multiple objects, such as she has four cakes with her. Furthermore, by putting an or a before the noun, singlar nouns can be recognized, e.g. Plural nouns are formed

by appending –s (as in friends) or –es (as in classes) to a noun. Furthermore, plural has numerous varieties in irregular noun form.

b. Word Form

The phonological or orthographic sound or look of a word that can be used to describe or identify anything can be expressed by a stem and a list of inflections to be added; the inflected forms of a word can be represented by a stem and a list of inflections to be added.

It signifies that word form refers to the transformation of a word into a different form depending on grammatical rules, such as lovely (adjective), beautifully (adverb). In a sentence, the incorrect word form e.g. You red a good book.

c. Word choice (Diction)

If the words you chose are appropriate for the audience and purpose should you use them, and if the student transmit your ideas effectively and easily, can diction be effective. Although the concept of comfort may appear strange in this context in relation to language, the word could occasionally make the student seem uneasy.

The term "word choice" refers to the use of words that are appropriate for the setting in which a statement is made; a grammatical error, for example, in the statement; She is starring at him.

d. Verb tense

Tense denotes the passage of time. In the mind of the speaker, reader, or listener, time in relation to action is a concept, according to George and

Julia (1980). Only grammatical forms are regularly referred to as tense in practical usage. Tense and time are frequently out of sync. The verb tenses can whether or not an activity has been completed is indicated, prolonged over times, still in process, in addition to suggesting a time relationship.

The verb tense expresses the relationship between an action or state of being and the passage of time. Linda (1988) also believes that the present tense denotes that something is now happening. Something was completed in the past, as indicated by the word past. The term "future" denotes something that will happen in future.

It signifies that the verb tense is a symbol that expresses or conveys information about activity, condition, or word that occurred in anytime.

e. Add a word

The expression add a word had a little resemblance to the term "omission" in Dulay, et al. Based on Dulay et al (1982:156), is omission from a morpheme things must be included in a sentence or expression, for example, They wish to go to the museum. The omission sentence uses the absence preposition. According to Dulay et al(1982)., a prepositional error is an error, however Betty S. Azzar (1989) categorizes a desire to travel to the museum as an error. Add a word since the preposition to must be present in the phrase.

f. Omit a word

In the theory of Dulay et al (1992), omitting a word is the same as adding it. Betty S. Azzar illustrates a fallacy from omitting an utterance, for

example. *He enrolled in university.* The preposition *to* isn't a needed morpheme in this phrase, it have to removed, resulting in an Error of Omit a Word. Based on Dulay et al., the statement *He washed his hands* is classified an error since a preposition is regarded a word that should not being added to the text.

g. Word order

The study of a language's grammatical structure syntactic elements, also the way various languages might adopt different orders, is known as word order typology in linguistics.

It signifies that word order refers to the proper placement of a word according to a set of standards, and that an error in word order is a mistake. e.g. He listened three times that music.

h. Incomplete Sentence

Unnecessary words or phrases are omitted from incomplete sentences. When an essential morpheme from utterances or sentences are absent from a word or speech, it is called an incomplete sentence.

There are several reasons for incomplete sentences, as well as some examples:

- 1) In a compound composition, a term that acts similarly to a preceding word but varies grammatically must not be missed. For example: The drivers were given the payment, and the foods (?) aligned.
- 2) When a comparison can be made incorrectly or entirely, an incomplete sentence results. For example: Your bicycle is faster(?)

i. Spelling

Only a tiny number of words are covered by spelling standards, and practically all of them include exceptions. Nonetheless, some of the principles may assist you in spelling common words, particularly those formed by suffixes.

1) Final Silent –e

The previous suffixes that begin with the vowel, add a final silent –e. (ing, age, able). Before any suffix that starts with a consonant, add a final silent –e. (full, ly, ness).

Feel + ing = Feeling

Care + ful = Careful

Cover + age = Coverage

Usual + ly = Usually

Read + able = Readable

Strange + ness =

Strangeness

Become familiar with the following exceptions: dyeing, hoeing, gluey, dreadful, ninth, truly, duly, entirely.

To conserve a pleasant sound of the c and g, the –e is retained in words like noteworthy, readable, valorous, and outrageous.

2) Doubling Final Consonant

When a suffix beginning with a vowel is added to a word that ends in a consonant, add a vowels (Read, Reader), pay attention to where the last

syllable of the word is stressed, and double the final consonant if it's a monosyllable.

Climbe + ed = Climbed

Worked + ed =

Worked

Get + ing = Getting

Drink + ing =

Drinking

Important + ance = Importance

Divergent + ence =

Divergence

Read + er = Reader

Design + er =

Designer

It's worth noting that the accent shifts in some nouns if a suffixes are introduced.

Confident

Confidence

Patient

Patience

This rule does have a few exceptions, such as interchangeable and good. Many terms that should follow the rules have different spellings, such as adored and worshipped, traveling and travelling, and traveler and traveller.

3) Words Ending in -y

If a consonant comes before the -y, modify it except -ing, to I before any suffix.

Hobby + es = Hobbies

Stay + ed = Stayed

Busy + ness = Business

Fix + es = Fixes

Example, She ate the food carefully.

j. Punctuation

Punctuation could help a user follow the backup or links you want to create between sentences and parts of sentences. There is 12 different types of punctuation, according to Stanley et al. Period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (-), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (""), and the apostrophe (").

k. Capitalization

The first letter of a word is capitalized in capital letters. The use of capital letters in English is governed by a number of principles. Take a look at the table below:

Table 2.5

Capitalization rules

No.	Rule	Example
1.	The first word in a sentences	The cat is cute.
2.	The word I	She and I likes ice cream.
3.	The first letters of words are used to create abbreviations and acronyms.	WTO, UNDP, UNEP.

4.	All the actual noun.	Allah SWT, Muhammad SAW, Arabian.
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l. Article

A, an, and the are articles. They are adjectives that alter nouns. An and an are ambiguous; a bus can refer to many vehicles. This is ambiguous: the bus denotes a particular vehicle. Phrases having a consonant sound at the start are included in the text a. (a rocket). Nouns that begin with a vowel sound are preceded by the article an (an astronaut).

m. Meaning Not Clear

If a speech and words are unintelligible, it is referred to as meaning not clear, or example: She bought some books.

n. Run-On Sentence

Two complete thoughts are mashed together with no way to tell where the line between them should be drawn, resulting in a run-on. There is no punctuation at all in certain run-ons to indicate the gap between the concepts. Fused sentences are run-ons that have been combined, and linked to one another, as if they were all thinking the same thing.

Table 2.6

The types of Error according to Betty Schampfer Azar

No.	Types of Error	Example
1	Singular-plural	<ul style="list-style-type: none"> ▪ Incorrect: We <u>has</u> been there for

		<p>eight <u>months</u></p> <ul style="list-style-type: none"> ▪ Correct: We have been there for eight months.
2	Word form	<ul style="list-style-type: none"> ▪ Incorrect: They red the interest book. ▪ Correct: They red an interesting book.
3	Word choice	<ul style="list-style-type: none"> ▪ Incorrect: He jumped of the bed. ▪ Correct: He jumped from the bed.
4	Verb tense	<ul style="list-style-type: none"> ▪ Incorrect: I has been waiting for two hours. ▪ Correct: I have been waiting for two hours.
5	+ Add a word	<ul style="list-style-type: none"> ▪ Incorrect: She have do the homework. ▪ Correct : She has to do the homework .
6	-Omit a word	<ul style="list-style-type: none"> ▪ Incorrect: He is always do pray. ▪ Correct: He always pray.
7	Word order	<ul style="list-style-type: none"> ▪ Incorrect: She watched two times this movie. ▪ Correct: She watched this movie

		two times.
8	Incomplete sentence	<ul style="list-style-type: none"> ▪ Incorrect: <u>She red the book.</u> <u>Because she is diligent.</u> ▪ Correct: She red the book because she is diligent.
9	Spelling	<ul style="list-style-type: none"> ▪ Incorrect: The food is deliciouss. ▪ Correct: The food is delicious.
10	Punctuation	<ul style="list-style-type: none"> ▪ Incorrect: What is her name_ ▪ Correct: What is her name?
11	Capitalization	<ul style="list-style-type: none"> ▪ Incorrect: We are join fao. ▪ Correct: We are join FAO.
12	Article	<ul style="list-style-type: none"> ▪ Incorrect: She has a apple. ▪ Correct: She has an apple.
13	Meaning Not Clear	<ul style="list-style-type: none"> ▪ Incorrect: She bought an air.
14	Run-on Sentence	<ul style="list-style-type: none"> ▪ Incorrect: His brother was climbed the tree, he did not want to disturb him_ ▪ Correct: His brother was climbed the tree he did not want to disturb him.

According to some experts, there are numerous types of errors, as described above. The writer decides to utilize Betty S. Azar's taxonomy to calculate the number of errors grammatical errors in pupils' work.

6. The Procedure of Error Analysis

As to undertake error analysis, some various actions or stages that must be followed. According to Theo Van Els et al., In error analysis, there are certain procedures, including:

- a. Recognizing and correcting error. The initial stage in the analytical process is to recognize and identify errors. In this step, teachers identify pupils' faults based on the work they were assigned.
- b. Error descriptions. When the identification stage is complete, the following step is to describe the errors. Part of the explanation of student errors is the classification of sorts of errors made by students.
- c. Error explanations. The cause of a language inaccuracy is the third method in the analytical process. This stage tries to explain how and why the pupils make mistakes.
- d. Errors are assessed. This step involves the teacher delivering feedback on the pupils' work, which is based on the assignment that the teacher will give them.
- e. Error prevention and correction. The final phase is error correction; The teacher double-checks for errors before providing the correct answer. It is done to make students aware of their errors so that they can avoid them in the future from repeating them in the future.

Carl James states that there are five processes for identifying faults "Error in Language Learning and Use: Exploring Error Analysis," according to his book.

- a. Detection from errors. It is at this point that the flaws are noticed and the researcher is made conscious of their existence.
- b. Errors in locating. The error is discovered by the researcher, although this is not easy. All faults can be effortlessly discovered in the manner. Some are strewn about the sentence or the broader text unit in which they are found.
- c. Error description The grammar we employ to describe them must be the most complete we have, and capable of describing detail with the most 'delicacy.'
- d. Error in categorizing. According to the classification of error, the error are categorized.
- e. Error in counting. The final stage is error counting, in which the researcher tallies the mistakes made by the learner.

According to Gass and Selinker (2008:103), a large portion of the work on mistake analysis was done in the classroom. As a result, there are several phases involved in conducting error analysis.

- a. Gather information. While textual data is the most typical method, data that has been uttered can also be used as a starting point.

- b. Errors should be recognized and corrected. What is the error (for example, incorrect tenses, the wrong verb tense, singular verb form with plural subject)?
- c. Sort the errors into different groups. Is this an agreement blunder? Is it possible to make a mistake with irregular verbs?
- d. Calculate the number of mistakes. How common are agreement errors? How common are error with irregular verb forms?
- e. Examine the sources. Look the following section for more information.
- f. Remediate. Pedagogical intervention is carried out according to the nature and prevalence of a certain error.

According to Corder in Ellis and Barkhuizen, the approach of error analysis (1981:119), contains some of the following steps:

- a. Obtaining a representative sample of student language The data for the error analysis comes from a sample of learner language that was collected. Researcher have to mindful that a type of sample used may have an impact on the types and locations of the errors discovered.
- b. Recognizing and correcting errors. Errors are identified by comparing in comparison to what a native speaker comparable would create in the same situation. Here's everything you'll need to get started:
 - 1. Recreate the sample in the manner in which it would have been created by a native speaker equivalent of the learner.
 - 2. Assume that the learner's every utterance / sentence is inaccurate, or progressively delete these are well-formed when compared to a

native speaker sample. The remaining word accommodate mistakes.

3. Figure out which parts of each learner's utterance/sentence deviate from the reconstructed version.
- c. Error descriptions. A process from describing error is basically a comparative, with the reconstructed erroneous utterances and the original erroneous utterances speech as the data. As a result, describing learner errors entails describing how the learner's forms Those produced by the learner's native speaker counterparts differ from those produced by the learner's native speaker counterparts.
 - d. Error explanations. To account for why mistakes were made, It's crucial to determine where they come from. That is very crucial part in the error analysis from a perspective of second language acquisition study.
 - e. Error analysis. It entails assessing the severity of various faults in order to determine that could be addressed.

Based on the foregoing extensive description of the error analysis technique, it can be stated that the procedure for error analysis follows the same stages: first, collect data, then identify data to find student errors, third, the writer first defines the error using the error classification system, then discusses the reasons of the students' errors, and lastly counts the errors to get the total number of errors. The writer chooses to conduct her

research using Corder's error analysis method, which is cited by Ellis and Barkhuizen (2008:56).

7. The Goal of Error Analysis

Many professionals provide their thoughts on what the purpose of mistake analysis should be. Based on Norrish (1983:80), error analysis could reveal the level from struggle that students are having. When conducted on a wide scale, such as via a survey, it can aid in the development of a curriculum. It indicates that error analysis is important for determining how tough it is for pupils to learn. The teacher can then change the curriculum to meet the pupils' needs. While Corder (1981) shares Norrish's viewpoint, he divides the significance of mistake analysis into three categories:

- 1) The instructor or the teacher. Error analysis informs him about the pupils' progress in learning the language and what he still has to teach.
- 2) The investigator. Error analysis provides evidence for studies into how learners learn and acquire languages, as well as the tactics and procedures they employ in doing so.
- 3) The student. Making mistakes can be used as a learning tool by the learner.

He goes on to say that mistake analysis, as a discipline of applied linguistics, serves two purposes: theoretical and practical.

- a. Error analysis has a theoretical component that is the method from the approach for analyzing the process of learning a language.
- b. The role of error analysis in guiding the corrective action that must be taken to improve a learner's or instructor's situation is a practical component of error analysis.

Based on the foregoing, the writer concludes that in a theoretical sense, the objective of mistake analysis is to investigate the language learning process and to provide information on the learners' progress in the language acquisition process in the practical realm. It can be incredibly beneficial feedback for the instructor, researcher, learner, and curriculum in overcoming student challenges and coping with errors.

2.2 Writing

1. The Understanding of Writing

Writing has an important function as a medium of communication to express and describe our ideas, to share knowledge and to exchange information. As Ann Brown (1993:2) states that writing is very significant in our lives and as communication act that transmit information and link people together. The opinion is related with Raymond's (1980:2) statement that, writing is more than just a medium of communication. It is a way of remembering something and also a way of thinking as well. Writing makes words permanent, and thus develops the collective memory of human being from the relatively small store that we can remember and pass on orally to the

limitless capacities of a modern library. It can be concluded that writing develops human's lives by informing the knowledge and the idea. People can forget spoken information in second but writing makes it better and permanent.

Writing skill for foreign learners is the most challenging and quite difficult activity because it is a complex skill that includes knowledge, concepts and writing's rules. Moreover, for second language or foreign language learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into redeable writing, Richards and Renandya (2002:303) explaining that:

So many people and expert say that writing is the most difficult skill for second language learners to master. The difficulty lies not only in planning, creating, and organizing ideas, but also in translating the ideas into redeable text. The skills included in writing are highly complex. Second language writers must pay attention to higher level skills of planning, generating, and organizing. As well as lower level skill of spelling, punctuation, word choice, verb tense and so on.

Celce-Murcia in Olstain (2000:142) give their idea about writing:

Writing is the construction of the written word that produce in a text but the text must be read and comprehended so that communication can take place. The writer, in order words, talking about his / her ideas in the form of a written text from which known or

unknown reader will eventually trying to get the meaning of the ideas and their meanings.

It means that writing is a hard skill for foreign learners because the learners do not 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 means of learning process or the fact of successful learning. A good writing reflects a lot of practicing because it requires processes of thinking and then evaluating and revising it. White (1995:15) highlights that Writing can be viewed as involving number of thinking process which is drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises. Richards (1990:100) hints that writing is used either as a fact of successful learning or as a means of learning. It can be concluded that writing can be as a tool for learning feedback.

It can be summed up 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 and also quite difficult activity for foreign language learners because the foreign language learners not only have to interpret or explain the idea into comprehended text but also they must pay attention to the writing's rules. However, writing describes the foreign language

learners competency because it can be such a tool that gives feedback in the learning process.

2. The Purpose of Writing

There are some purposes of writing that many experts have explained, according to Penny Ur (1991:163) the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader. Diestch (2003:4) points out that the general purpose of writing may be primary to inform, to persuade, to express, to explain and to entertain. The specific purpose includes responding to a certain need for writing. It can be concluded that the purpose of writing is to express and explain the idea or entertaining the audience.

While according to Miller (2006:4) that the purpose of writing is a writer's purpose is essentially the same as a writer's motive both terms are used to describe what a writer hopes to accomplish. The benefit of having a clear sense of purpose is obvious; the writer is most likely to achieve his objective. He classifies the purpose of writing into ten points as follows:

a. Writing to understand experience

Writing to understand and know about the experience thus achieves at least two goals: Writers come to a better understanding and more developing of themselves, and readers come to understand experience different from their own. Writing to understand and also recognize experience relies on

thought and reflection more than on emotion and confession. Writing to understand experience means finding a truth that is appropriately stored somewhere in your head, some secret knowledge that, once uncovered, will explain and describe everything you want to understand. Writing often leads to new perceptions. If you write thoughtfully about experience, you will be developing knowledge as you proceed.

b. Writing to report information

Writing to tell information is arranged in a pattern so that readers can make sense of it.

c. Writing to explain information

Writing to explain information requires to analyze or classify information, control causes and consequences and describe or define concepts by distinguishing them from other.

d. Writing to evaluate something

Evaluation needs that the writer have to determines the nature or the quality of what he / she is judging. Evaluation also means determining importance, interest, benefit, or worth. When writing an evaluation, the writer also needs to assure that she/ he has credentials to make judgments about the subject he / she is addressing.

e. Writing to analyze images

Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgement. Furthermore, analysis is always instructive to some extent. As in writing to explain information, as well as in writing to evaluate something, writing an analysis helps readers to increase their understanding of the subject.

f. Writing to analyze texts

Writing to analyze and explain texts is not really different from writing to analyze images. So, writing to analyze the texts is aimed to analyze the certain text.

g. Writing to persuade others

Writing to persuade others means that the aim of the writing is to persuade the readers to express or to convince the reader to adopt the particular view or action.

h. Writing to inspire others

Writing to inspire other means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i. Writing to amuse others

Writing to amuse can give you an opportunity to bring pleasure or joy to others. Seize the chance, and make the most of it.

j. Writing to experiment with form

Writing to experiment and express with form is different from the previous purpose. It is about inventing something. And then, the invention is documented through writing.

It seems that writing has its own purpose and benefit which it depends on the author's goal in composing and creating the text. Based on the explanation above the main purpose of writing is to express the idea. The idea of writing can be delivered in different ways depended on the author's intention.

3. The Types of Writing Test

Students of secondary school need to learn five kinds of writing texts. They are narrative, recount, procedure, descriptive and report text. In order to understand each of the type of writing text easily, the explanation is drawn up into a table as follows:

Table 2.7

The Types of Writing Texts

The Type	Example of Text	Explanation
Narrative	1) Orientation Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were	Narrative text is a text type that tells a story. Its purpos is to present a view of the world that

	<p>very bossy. She had to do all the housework.</p> <p>2) Complication</p> <p>One day one invitation to the ball came to the family.</p> <p>Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.</p> <p>3) Resolution</p> <p>Fortunately, the fairy came and helped her to go to the ball. At the ball Cinderella danced with the prince.</p> <p>The prince fell in love with her then he married her.</p> <p>4) Coda</p> <p>They lived happily ever after.</p>	<p>entertains or informs the reader or listener.</p>
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<p>Recount</p>	<p style="text-align: center;">Earthquake</p> <p>1) Orientation</p> <p>I was driving along the coast when the car suddenly lunched to one side.</p> <p>2) Sequence of Events</p> <p>At first I thought a tire had gone but then I saw telegraph poles collapsing like matchsticks. The rocks came tumbling across the road and I had to abandon the car.</p> <p>3) Reorientation</p> <p>When I got back to town, well, as I said, there wasn't much left.</p>	<p>Recount text is a piece of text that retells past events, usually in the order in which they happened.</p> <p>The purpose is to give the audience a description of what occurred and when it occurred.</p>
<p>Procedure</p>	<p style="text-align: center;">How to Make Jelly</p> <p>1) Goal</p> <p>Jelly can be very simply by following these directions.</p> <p>2) Materials</p>	<p>Procedure text is a piece of text that gives instruction for doing something.</p>

	<p>You will need one packet of jelly crystals, a 500ml jug, 250ml boiling water, 200ml of cold water, a bowl.</p> <p>3) Steps</p> <ol style="list-style-type: none"> 1. Empty contents of a packet of jelly crystals, into the jug. 2. Add boiling water. 3. Stir well until crystals dissolve. 4. Add the cold water and stir. 5. Pour mixture into a bowl. 6. Refrigerate until firm. 	<p>The purpose is to explain how something can be done.</p>
<p>Descriptive</p>	<p>My Pet</p> <ol style="list-style-type: none"> 1) Identification I have a pet. It is a dog and I call it Brownie. 2) Description Brownie is a chinese breed. 	<p>Descriptive text is a piece of text that describes living things or non-living things. Its purpose is to</p>

	<p>It is small, fluffy and cute.</p> <p>It has got thick brown fur.</p> <p>When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not like bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really sweet and friendly animal.</p>	<p>describe to audience the characteristics of people, things, animals, or places.</p>
<p>Report</p>	<p>1) General Classification</p> <p>For many years people believed that the cleverest animals after man were the</p>	<p>An information report text is a piece of text that presents</p>

	<p>chimpanzees. Now, however there is proof that dolphins may be even cleverer than these big apes.</p> <p>2) Decription</p> <p>Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, like human being. Dolphins have a simple language. They are able to talk to another. It may be possible for man to learn how to talk to dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language with both he and the dolphins</p>	<p>information about a subject, a description and information on its parts, behavior and qualities.</p> <p>Its purpose is to classify, describe or to present information about a subject.</p>
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	<p>can understand.</p> <p>Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.</p>	
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Meanwhile, Hedge (1998) goes into greater detail about the many types of writing activity. He categorizes writing styles into six categories:

- a. Personal writing comprises many types of As well as journals and aide-memories, notebooks, and is written for oneself. These writing assignments are usually completed in the first language, although there may be compelling reasons to use them in a foreign language school. Keeping journals in English is a fantastic way to improve your English skills chances, as we've seen. Personal writing appears to be personalized writing that is used to record crucial events in a person's life.
- b. Study writing is for one's own use only and should never be shared with others. Students take notes as they read, take notes during teachers, as well as composing summaries for exam revision. These situations necessitate abilities that can be taught to individuals

studying English as a second language for academic purposes. It denotes that study writing is employed to keep track of things of pupils' progress in their studies.

- c. Public writing involves writing to organizations or instructions in my capacity as a member of the general public, with specific conventions for follow in the writing. Writing letters of inquiry, complaints, letters to the editor, form filing, and applications are all part of it. Unlike the previous two types of writing, public writing involves the author sharing his or her work with the general audience. In public writing, the author must follow the guideline of writing correctly.
- d. Poems, stories, rhymes, plays, and other sorts of writing that are primarily for one's own enjoyment but may be shared with others are examples of creative writing. It is a type of writing that is most typically found in mother-tongue classrooms at the primary and intermediate levels of education. Its values on this context are to aid personal and social growth, to enhance confidence and self-esteem, as well as the ability to write narratives. Some teachers report having a lot of success with creative writing in adult general-purpose English classes, but it's important to think about whether it's appropriate and likely to work with certain adult groups. To recap, creative writing is a stage in the writing process

where the text's content takes center stage is primarily concerned with literacy.

- e. Social writing is a broad term that encompasses all writing that strengthens and preserves social ties between family members and friends. Social writing is used by those who want to communicate a message to establish or sustain communication with others.
- f. Corporate executives, instructors, engineers, and students in these and other fields must write professionally. It's possible that a core of this type of writing might be developed, such as reports, summaries, minutes, memos, and so on, that all professionals must be able to write. However, specialized documents, such as legal agreements or scholarly papers dissertations, may exist for each field of activity. These more specialized groupings of language students are frequently able to write specifications for their particular needs in English writing and generate genuine results. Writing for persons who work in a specific institution or profession is referred to as institutional writing. It is considered formal writing, and the author must adhere to the writing rules. The following table lists the various forms of writing:

Table 2.8

The Types of Writing

<p>Personal Writing</p> <ul style="list-style-type: none"> • Diary. • Shopping list. • Journal. • Reminder. • Address. • Packing list. • Recipe. 	<p>Public Writing</p> <ul style="list-style-type: none"> • Letter in: <ol style="list-style-type: none"> 1) Enquiry. 2) Complaint. 3) Request. • Form. • Application. 	<p>Creative Writing</p> <ul style="list-style-type: none"> • Story. • Poem. • Rhyme. • Drama. • Songs. • Autobiography
<p>Social Writing</p> <ul style="list-style-type: none"> • Letter. • Invitation • Note. <ol style="list-style-type: none"> 1) Of condolenc es. 2) Of thank you. 3) Of congratula tions. • Cablegrams. • Telephone 	<p>Study Writing</p> <ul style="list-style-type: none"> • Taking notes as you read. • Note-taking during lectures. • Putting together a card index. • Summaries. • Synopsis. • Reviews. • Reports of: <ol style="list-style-type: none"> 1) Experiments 2) Workshops. 	<p>Institutional Writing</p> <ul style="list-style-type: none"> • Agend. • Minute. • Memo. • Report • Reviews. • Contracts. • Business Letter. • Public Notic. t. • Advertisement • Poster. • Instruction.

<p>Messages.</p> <ul style="list-style-type: none"> • Instruction to: <ol style="list-style-type: none"> 1) Friend 2) Family 	<p>3) Visits.</p> <ul style="list-style-type: none"> • Essays. • Bibliographies. 	<ul style="list-style-type: none"> • Speech. • Applications. • Curriculum vitae. • Specifications. • Note
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4. The Stage of Writing Process

The writing process is divided into four steps, according to Oshima and Hogue's (2007:15) method:

Step 1: Prewriting

Prewriting is an initial phase in the process. Prewriting is a technique for generating information. You must choose a topic and acquire information to describe it in this step and describe it.

There are a few techniques you can use to come up with good ideas. The strategy and procedure known as listing will be practiced in this chapter. A method of prewriting in which you write the topic at the top of a piece of paper and then make a list of the first words or phrases

that come to mind is known as listing. Do not pause to consider whether or not a concept is good. Make a note of it! Continue writing until you are confident that your statement or content is engaging to read.

In the prewriting stage, the student begins writing by generating good ideas. There are various methods for generating good ideas, one of which the listing technique, according to Oshima and Hogue (2007).

Step 2: Organizing

The next step in the writing process is to gather and organize your ideas into a short outline. In this step, the idea is organized into a brief outline to select which perspective or component to expand into a paragraph.

Step 3: Writing

The next stage is to write a rough draft using your outline as a guide. Write as quickly as you can without stopping to think about grammar, spelling, tenses, or punctuation. Simply write down your ideas. Your rough draft almost certainly contain numerous errors. This is entirely natural and acceptable—after all, it's only a first draft. You will fix the problem later. It's worth noting that the writer included some excellent and innovative concepts that he didn't include in his plan. It's also worth noting that at the end of the paragraph, he added a final sentence. The learner can comfortably begin writing after gaining a specific notion. Because the student is likely to make numerous errors

during the writing process, this part of the writing process is referred to as a rough draft.

Step 4: Polishing

This step involves polishing the text you've written. Revising and editing are two terms for the same thing. Polishing in two steps is the most effective and intriguing method. First, deal with the major content and organization difficulties, or manage it (revising). Then focus on minor grammatical, spelling, punctuation, and mechanical issues (editing).

This is the final step in the writing procedure. In terms of grammatical rules, punctuation, and other issues, the student edits, corrects, and repairs the preliminary text. After rewriting, editing, and fixing the stage, the student has completed the writing process.

Dietsch (2006:11) divides the writing process into four parts, which appear to be similar to Oshima and Hogue.

1. Strategies for Prewriting

Putting ideas down in whichever shape or form is most convenient for you - fragments, lists, sentences, or clusters - is the first stage of sentence writing. Prewriting's purpose is to record and describe your ideas. There is no need to worry about order or

correctness during the prewriting stage; the purpose is to produce as many thoughts as possible.

The prewriting step are where you obtain a lot of ideas. For the sake of order, the students do not need to be concerned about correctness. It's important to keep writing. Freewriting, Questioning, Keeping a Journal, Brainstorming, and Clustering are five approaches for generating ideas during the prewriting stage. The following is the explanation:

a. Freewriting

Finding a suitable theme and details might be as simple as freewriting, or unrestrained writing in fragments or sentences. According to Oshima and Hogue (2007:39), When you freewrite, you will write "freely" for an extended amount of time without stopping on a particular topic. You simply write sentences as they come to mind, without regard for whether or not they are correct. Your statements do not need to be capitalized or punctuated. You can even scribble down fragments of texts or phrases. The basic goal of freewriting is to keep your pencil moving across the paper while you think freely.

b. Brainstorming

You can use brainstorming to come up with a paper topic, focus down a topic, and come up with supporting details. The key to brainstorming success are to learn quickly or critically.

c. Clustering

First, start by writing the general or interesting subject in the middle of a fresh sheet of the book. Then put a circle of the word. As new ideas emerge, jot them down alongside the word that triggered them. Make a circle around the new word. After that, draw a line connecting the two. Carry forward with the operation.

When clustering, you must first in the center of the paper, write your topic in a circle. You write good concepts in smaller circles around the original circle as you think of linked ideas. Each little circle's linked notion can develop new ideas and, as a result, additional circles around it. When you're at a loss about what to do, try something else with your paper, such as the model below.

d. Questioning

You can make an engaging essay out of your notes on a major occasion or event by questioning and thinking critically.

e. Keeping a Journal

Many students are required by some lecturers to keep journals in which they can record their writing ideas. A journal

is extremely useful for keeping track of observations, impressions, and reactions to a piece of literature, or experiences when conducting firsthand study. A journal is comparable to a diary in some aspects, however journals frequently contain a larger scale of information. The diary could be a personal record from discussions, keep note of events, perceptions, sentiments, or anything else you'd like. Quotes, hilarious stories, and poems are also saved by certain writers. Any of these products could help you come up with new writing ideas.

2. Drafting

The second step in the writing process is drafting. Drafting is when the writer start thinking about concentration and order, as well as developing or describing your thoughts. With this fresh draft, you'll learn more details that the reader might be interested in. Start by going over your prewriting notes and picking out the most important points.

This step entails developing and describing the concept in freewriting in order to create an excellent and fascinating paragraph. It must concentrate on a single core theme and elucidate the details of that information.

3. Revision

Revision's purpose is to rethink and reorganize your work so that it successfully reaches your audience and accomplishes your goal. The structure and presentation of the idea, which is a more general element of the paper, is addressed in revision. Editing and proofreading, the third stage of the writing process, addresses the smaller faults inside the sentences, such as word choice, grammar, spelling, and punctuation.

To refine or sharpen a concept is to revise it. As a result, the writing can be a helpful paragraph with a clear objective to read.

4. Editing and Proofreading

You focus on sentence-level issues when editing and proofreading. Correction and development of sentence structure, as well as improved word choice, are all examples of editing. Proofreading entails checking for errors in grammar and punctuation. The goal of this step is to clarify the meaning and minimize grammatical distractions in order to attain the writing goal.

The editing and proofreading step is a severe stage in which all aspects are corrected, beginning with grammatical rules, word choice, punctuation, and so on.

Essentially, the two points in the writing process are the same in both viewpoints. It began by generating any interesting ideas using a method known as prewriting, and then elaborating the

concept using Oshima and Hogue's organizing and writing phase, and Dietsch's drafting stage. Following the development of a concept, the writer or student sketches it down as a rough sketch on paper. The last stage is to revise, edit, and proofread the rough copy to ensure that it is good and correct writing, which entails grammatically correcting and eliminating grammatical omissions.

5. The Principles of Writing

The subordinate concepts should be related to the topic's principal notion phrase, and thoughts inside a paragraph should flow easily from one to the next. According to Dietsch's book (2003:78), in order for a paragraph to be effective, it must have three features of good writing:

a. Interest

Choose some topic that you are familiar with and care about to write a paragraph that is well worth reading. Consider how the student can pique people's curiosity. Examine your prewriting for a hidden gem that will serve as the perfect hook for your beginning. Can you think of a unique method to approach the subject? What do you think readers would like to know? Remember that readers prefer to be entertained when writing an essay; include anecdotes and unusual instances. Use action verbs and concrete words to help the reader visualize what you're talking about.

It implies that the writer must select an appropriate reading topic. The reader may be enticed to read all of the paragraphs if the title or topic is intriguing. Create a compelling topic sentence. As a result, the reader will be compelled to continue reading. Readers like to be amused. The greatest way to maintain readers' attention in a paragraph is to choose a topic that piques their interest.

b. Unity

You must concentrate on one significant idea in the topic phrase to unify a paragraph. The topic sentence should be connected to all of the supporting sentences in the paragraph. With examples, facts, figures, opinions, or reasons, support phrases can reinforce the main idea. If a sentence doesn't have a link to the subject sentence, either make one or get rid of it.

A paragraph that discusses one idea is called unity. It signifies that the paragraph's supporting phrases / supporting information correspond to the theme sentence's main idea, giving the paragraph cohesion.

c. Completeness

To be complete, a paragraph must have sufficient and suitable information.

Some paragraph have to contain all of the necessary information. Insufficient data can result in illogical analysis or

gambling data. The viewers will become bored and uninterested in reading the paragraph.

d. Coherence

A paragraph is similar to a jigsaw puzzle in which all of the pieces must fit together. Otherwise, the paragraph would be disconnected and will not flow smoothly. During revision, you alter any words, phrases, or sentences that are in the wrong places. If there are any gaps between features, you can fill them in with signpost or embedded transitions, or create a parallel structure. Through parallelism, transitions are utilized to emphasize relationships.

Coherence should be defined as the smooth transition from one paragraph to the next. Transitions can be used by the writer to connect to the paragraph.

e. Clarity

The main point must be evident right away. Knowing your aim, analyzing the audience and occasion appropriately, picking relevant language, being complete, and connecting details to a key point all contribute to clarity.

Clarity eliminates the need for the listener to read the paragraph several times to fully comprehend the aim or intended substance. The readers will be perplexed by an

unclear paragraph. As a result, it's critical to communicate information clearly in a paragraph.

3.1.Recount Text

1. The Definition of Recount Text

Based on School-Based Curriculum or K13, there are some kinds of texts that students of Senior High School need to learn, one of them is Recount Text. The writer knows that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. Based on the opinion of Anderson and Anderson (1997:48) that speaking or writing about past events is called recount. They also explain that recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide and explain the audience a description of what occurred and when it occurred.

Furthermore, according to Derewianka (1990:14) that recount is a text that retells events or experiences in the past, which its purpose is either to inform or to entertain the audience. Recount is very similar with narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no difficulty with the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events in the text. The events will be told

chronologically and appropriately based on the time and place. While in narrative the body paragraph is complication because the story has the climax of problem and the story ended by solving the problem. It can be concluded that recount text is a kind of text that retells about events or experiences in the past chronologically and appropriately based on the sequence of events. The purpose is to give the audience information to entertain.

2. The Types of Recount Text

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

1. Personal recount text is retelling an event that he writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is normally written in the first person (I and We) and also often to entertain and to inform.
2. Factual recount is concerned with recalling events accurately. It can range from the daily events 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: along with a flow chart of the actions required for making bread and the steps and also the explanation 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, the first person narration (I, We) is used.

Hardy and Klarwein (1990:12) have a bit different type of recount text. There are two types of recount text based on their explanation. They divided two kinds of recount text, namely; personal recount as in personal letters and excursion write-ups and historical recount which attempts to retell past experience in the objective view, such as report science experiment and police reports.

3. The Schematic Features of Recount Text

A recount text is usually has three main sections: Orientation, Sequence of Events and Reorientation.

Table 2.9

The Schematic Features of Recount Text

The Stage	Function
Orientation	Introductory paragraph that tells who,

	what, where and when.
Events	A sequence of events in the order in which they occurred.
Reorientation	A conclusion

It can be elaborated the three section of recount text as follows:

- Step 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.

- Step 2 : Sequence of Events

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

- Step 3 : Reorientation

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

Example of a recount text

A postcard

Dear George,

We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.

When we got up in the morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie World.

The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mom and Kelly queued for the Batman ride.

About one o'clock we got a light shower rain but it cleared up soon after. We then went on all the other rides followed by the studio tour. It was a top day. See you when we get back.

Your brother

Jack

The Language Features of Recount Text

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 points above can be summed up in the table below:

Table 2.10

The Language Feature of Recount Text

No.	Language Features of Recount Text	Example
1.	Propper Nouns	George, America, Monas, Jakarta.
2.	Descriptives Phrase	Smart, Stupid, Beautiful.
3.	Simple Past Tense	Ate, Drank, Forgot.
4.	Word of order	Third, Last, Fourth.

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 to be more interesting, alive and systematic to read.

4. The Previous Study

The writer takes three previous studies related her research which the title is an analysis of students' error in writing recount text. The detail explanation is below.

The first study was previously written by Nur Elah Amaliah entitled An Error Analysis on Students' writing Recount Text a Case Study at Second Grade of SMP Al-Kholidin Kebayoran Baru, Jakarta Selatan. The purpose 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 and explanation in her research includes 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 second previous study was conducted by Nurwahid which the title is Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second Grade Students of SMP Nusantara Plus. The objective of his study was to analyze the common error on students' errors. The research finding showed that the common kind 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 which the result was 59 errors or 19.60%, and 33 or 10.96% errors in spelling. Those were the most errors made by students. Most of the errors were detected caused by interlingual transfer which the total was 180 causes or 67.66%.

The third previous study was An Analysis of The Second Grade Students' Grammatical Errors in Writing written by Roghibah at SMP YMJ Tangerang Selatan. Her study was to analyze and to classify the types of students' grammatical errors in writing. On the other side, the objective of the study was to find out the frequency of occurrence and also to find out the causes of errors which students made in text. 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 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 / miselection and disorder. Misinformation 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.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is a descriptive research. The research consists of one variable. It is to find out the error analysis in writing recount text of the students of SMA N 4 Pekanbaru in writing recount text. According to Gay (2003:315), the descriptive research involves collecting data experiment or to answer question about the opinions of people about some topic or issue.

3.2 Source of Data

The researcher decided that the sources of the data that were documents authentic document in senior high school. Researcher who was taken as source of the data was an English students of SMA N 4 Pekanbaru that used authentic materials in documentation. Thus, the subject of this research was the students are from some question. The researcher ask some question and ask the students to write down their experiences start from the orientation, events, and reorientation. The researcher also ask the teacher to know about the comprehension of the students about recount text.

3.3 Data Collection Technique

There are many types of writing test which can be used to measure the students' in writing recount text. In this research, the data was

collected by giving test to the students. In order to collect the data, the writer used instruments about writing an experiences or recount text.

As stated before, writing experiences is not really difficult for the students because they have their own experiences. The writer gave a writing test for a recount text telling their unforgettable moment. Then the writer distributed the test papers to all students. When tthe students finished their writing, the papers were collected and then the writer circled in the incorrect words. Then, the writer asked them to correct and revise the circling words and collecting the papers again. After all the data have been collected, the writer analyzed them.

3.4 Data Analysis Technique

The writer used qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. To get the qualitative result, the data will be calculated and drew up in the table of percentage which the formula as follows:

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

P = Percentage

F = Frequency of error occurred

N = Number of cases (total frequent / total individual)

CHAPTER 4

THE RESEARCH FINDING

4.1. The Description and Analysis of Data

1. The Description and Analysis of Grammatical Errors

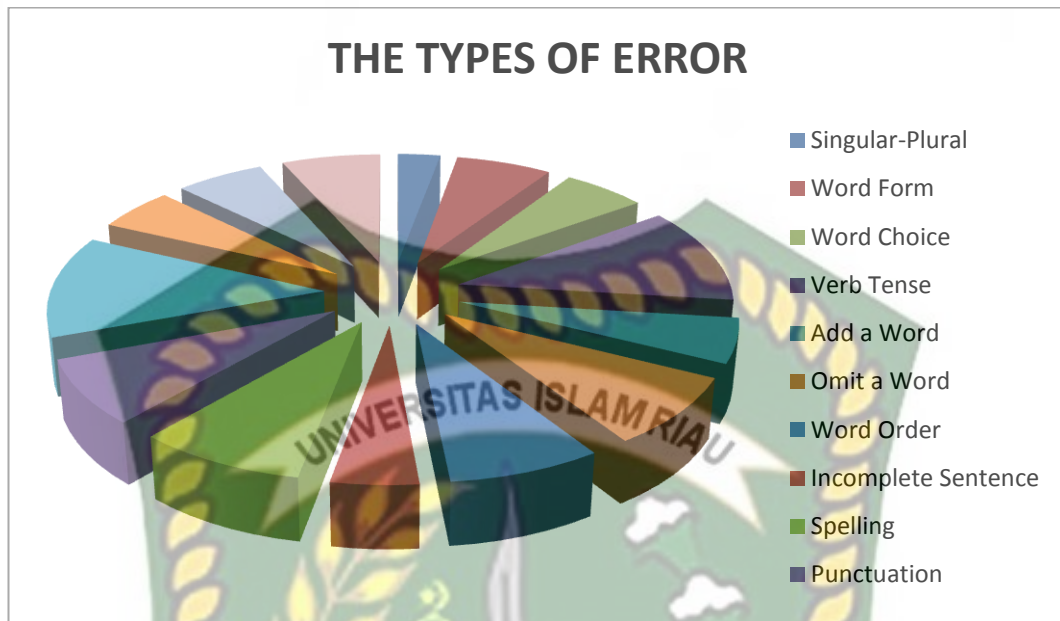
The writer has noticed the student's mistake and estimated the total number of errors. She creates a table with the results of the calculations and converts them to percentages. She then creates a pie chart based on the data. She then interprets the data after it has been processed. The students' recall text writing errors are summarized in the table below.

Table 4.1

The Classification of Errors

The Students	The Classification of Error														Total
	Singular-Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Incomplete Sentence	Spelling	Punctuation	Capitalization	Article	Meaning Not Clear	Run on Sentence	
Student 1	3	5	3	8	0	1	7	2	0	5	8	0	0	2	40
Student 2	1	3	4	9	3	7	0	0	1	2	7	3	4	2	40

Student 3	2	0	4	9	5	3	2	3	8	7	9	2	0	1	46
Student 4	0	4	1	2	8	4	3	4	5	8	9	1	3	8	60
Student 5	0	6	1	5	0	5	6	5	3	6	8	2	4	7	59
Student 6	3	7	2	7	0	7	5	4	2	0	5	7	0	4	55
Student 7	4	0	3	8	2	1	7	1	1	8	6	8	6	3	62
Student 8	5	0	0	3	3	0	7	3	9	0	7	6	9	0	49
Student 9	2	2	8	6	8	3	6	3	3	2	7	0	1	5	53
Student 10	0	3	0	4	9	8	6	4	5	8	8	4	3	1	62
Student 11	1	5	4	8	0	9	8	2	5	2	9	5	3	1	66
Student 12	1	8	7	8	0	2	1	2	8	4	4	2	9	6	67
Student 13	0	7	3	9	3	5	0	1	9	2	7	1	3	7	59
Student 14	2	3	4	9	2	8	5	3	8	6	8	0	1	2	57
Student 15	1	3	5	7	4	9	4	1	7	8	6	5	6	9	77
Total	25	56	49	10	47	72	67	38	74	68	10	46	52	58	852
				2							8				
Percentage of Error	1,6 6%	3,7 3%	3,2 6%	6,8 %	3,1 3%	4,8 %	4,4 6%	2,5 3%	4,9 3%	4,5 3%	7,2 %	3,0 6%	3,4 6%	3,8 6%	56,8%



1) Capitalization

Most of the students made error in capitalization which the error is 108 or 7,2%. An example sentence of it is “*I went to lubuk jambi.*” It should be “*I went to Lubuk Jambi.*” The other example of it is “*I visited my grandma in kuansing city.*” it should be “*I visited my grandma in Kuansing City.*” The author believes that the communication approach is to blame for the error. Writing is not the same as speaking. Students do not pay attention to capital letters when speaking, but they must pay attention to capital letters when writing. As a result of the students' failure to capitalize the letter properly, a capitalization error occurred.

2) Word Choice

The students made 49 word choice errors or 3,26%. An example sentence of it is “*We use car to West Sumatera*” It should be “*We went to West Sumatera by car*”

Other example of error in word choice is “*We looked durian and then stopped.*”

It should be “*We saw a people sold some durian and then we bought it.*”

Interlingual transfer, according to the author, is to blame for the inaccuracies. It can happen when pupils don't know what term to use in a paragraph since they immediately translated the Indonesian language into English, resulting in blunders. This error could potentially be caused by intralingual transmission. Because they have not yet acquired the topic, the students generalize one rule.

3) Verb Tense

Verb tense has 102 errors or 6,8%. The example is “*So we walking around the mall*”. The correct sentence is “*We walked around the mall*”. The other example is “*We learn about ionic bonds and periodic table*”. The correct sentence is “*We learned about ionic bonds and periodic table*”. Because Indonesian and English have differing grammar norms, the writer believes the error was produced by interlingual transfer. In Spanish, the verb does not need to move from present to past or future to communicate the tense, unlike in English, the verb must change from present to past or future to express the tense. Because it is not available in Indonesian language, the past verb, which is separated into regular and irregular verbs, is particularly perplexing for pupils. This type of error occurs when students learn a grammatical rule and apply it to all other rules; this type of error is known as intralingual transfer.

4) Add a Word

The students made 47 add a word error or 3,13%. the example of the error is “*the satay so delicious the price so expensive*”. which it should be “*the satay is so delicious but the price so expensive*”. The other example of error is “*We walked to Jam Gadang buy some souvenirs*”. which the correct sentence is “*We walked to Jam Gadang and bought some souvenirs*”. Interlingual transfer and communication strategy, according to the author, are to blame for the inaccuracy. Kids may be influenced by their mother tongue language, and it is also possible that students develop an easy approach for writing their story, but the strategy is ineffective and results in an error.

5) Spelling

Spelling has 74 errors or 4,93%. The example of error is “*we turened on music*” which the correct is “*we turned on the music*”. The context of learning and communication approach can both contribute to this inaccuracy. When students listen to or speak in English, they do not think about spelling, but when they have to write a paragraph, they approximate, which can be caused by the students or the teacher. Most likely, the teacher offered an inaccurate spelling or the students did not properly examine the English term they learned, resulting in improper spelling.

6) Run - On Sentence

Run - On sentence has 58 or 3,86% errors. The example of this error is “*After that we continue our journey home after arriving home I continued to change clothes*”. which the correct sentence is “*After that we continued our journey*”.

back home and when i got home i changed my clothes". The author believes that the context of learning is the primary cause of this inaccuracy. The kids were unconcerned about the coherence of the sentences they composed. As a result, they overlook how to effectively connect one sentence to another, resulting in run-on sentences.

7) Word Order

Interlingual transfer, according to the author, is the source of word order inaccuracy. It can be proved in this sentence "*Finished playing until the afternoon then we went home*". That it must be "*After playing on the beach until the afternoon, we immediately went home*". The problem occurred because the pupils employed Indonesian language to translate their sentences into English, which is incompatible with English rules and thus constitutes an error. The students made 67 or 4,46% word orders errors.

8) Punctuation

The students made 68 or 4,53% punctuation error. The author believes that communication strategy is to blame for this blunder. Most of them didn't pay attention to using proper punctuation since they didn't grasp the importance of punctuation in writing at the time. As a result, they occasionally misapplied and misused punctuation, as well as failing to utilize it altogether. The example is "*On my holiday. My family. Go to kuansing city*" "*On my holiday, my family go to Kuansing city.*"

9) Omit a Word

Omit a word has 72 or 4,8% errors. The example of this error is “*Then we stopped in a big mosque*”. That it should be “*Then we stopped in the big mosque*”. The source of the omit a word error, according to the author, is intralingual transmission. The pupils filled in the blanks with the term that was not required in the phrase. It occurred as a result of the pupils' over-generalization, which turned out to be an error.

10) Word Form

There is 56 or 3,53% word form error. The author believes that intralingual transfer is to blame since students generalized the rule that it is incorrect to apply to other word classes. It happened because the student had not yet fully grasped the regulations. For example of this error is “*We started the exercise, and tomorrow we also carry out the ceremony*”.

11) Article

Article has 46 or 3,06% errors. Interlingual and intralingual transfer can both generate this type of inaccuracy. Because the rule of using article is not present in Indonesian language, an interlingual transfer source of error occurred when a student did not use article in a word that should have used article. When the pupils used an article that was not available, intralingual transfer occurred. Intralingual transfer occurred when pupils utilized the article for all words that did not need the use of the article. The example of this error is “*Also my family went to the bangkinang city*” which it should be “*my family went to Bangkinang*”.

12) Singular-Plural

The students made 25 or 1,66% singular-plural errors. It is caused through interlingual transfer, as there is no such thing as a singular-plural noun in Indonesian. It differs from English in that it divides singular and plural nouns into uncountable and countable plural nouns, as well as regular and irregular plural nouns. This is the example of singular-plural error “*We has toke some photo*”. That it should be “*We have taken some photos.*”

13) Meaning Not Clear

In this type of error the student made 52 or 3,46% errors. This error, according to the author, was created through interlingual transfer. To communicate their feelings, the pupils used unacceptable words. As a result, the message is muddled. The example is “*in second days is coming, I want to climb into banana boats*”. That probably the intended sentence is “*in the second day, I wanted to ride banana boats*”.

14. Incomplete Sentence

The lowest rank error that made by the students is incomplete sentence. It has 38 or 2,53% errors. The communication approach is to blame for this blunder. The kids didn't know how to write or produce the right words to express their objective, so they tried to write everything on their minds based on their version, which was an error. For example is, “On the night we didn't eat dinner because we were tired”. That could be “At night we didn't eat dinner because we were tired”.

2. The Description and Analysis of Sources of Errors

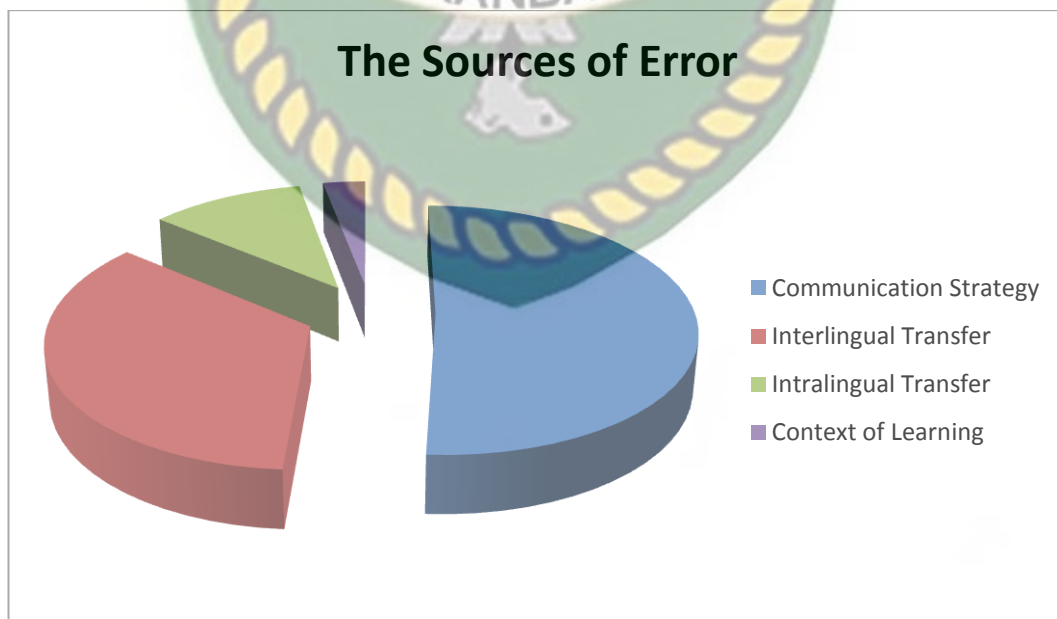
The writer would like to examine the data by providing the sources of students' errors, based on the data description above. According to Brown et al's thesis, the writer examines the pupils' sources of inaccuracy. Brown categorizes mistake sources into four groups. Interlingual transfer, intralingual transfer, learning environment, and communication strategy are the four. The writer calculated the data after studying it, and then drew up the total computation into a table. The writer then calculates percentages based on the entire result and plots the percentages in a pie chart. The table below summarizes the sources of errors among students.

Table 4.2
The Sources of Error

The Students	The Sources of Error				Total
	Interlingual Transfer	Intralingual Transfer	Context of Learning	Communication Strategies	
Student 1	20	5	2	18	45
Student 2	7	4	1	11	23
Student 3	30	3	3	12	48
Student 4	24	7	4	20	55
Student 5	12	8	0	14	34
Student 6	18	5	1	11	35
Student 7	4	7	1	18	30
Student 8	15	5	2	19	41

Student 9	10	4	3	15	32
Student 10	19	10	0	17	46
Student 11	3	2	1	20	26
Student 12	11	9	2	4	26
Student 13	5	6	3	8	22
Student 14	7	4	1	9	21
Student 15	3	7	1	10	21
Total	188	86	25	206	505
Percentage Source of Error	12,53%	5,73%	1,66%	13,73%	100%

The writer arranges the percentages in a pie chart in the following order after collecting the percentages from the aforementioned recapitulation of students' sources of errors: from the top to the bottom.



The writer would like to explain the pie chart showing the students' sources of errors above, starting with the highest and working down to the lowest rank, as follows.

1) Communication Strategy

Communication strategy is the most common source of student error, with a total score of 206 (or 13.73%). Communication method based on the learning styles of the pupils. The pupils devised an approach for quickly grasping the subject. They strive to come up with a technique to write down their intended message based on their version. Unfortunately, their strategy causes them to make a mistake. Here are some communication strategy examples:

- a) "First day we visiting the beach. Very beatiful beach". It should be "First day we visited a beach on the Mandeh Island. It's a beautiful beach". The student make a error in verb. Because the event in the past she has to use to be past. And she also make an error in word choice. Which the intended meaning must be comprehended hard. This is the student strategy to express the idea in his / her mind in writing based on his or her version.
- b) "The food I eat chicken curry and rice the drink is lemon tea". The student having some incorrect add a word and omit a word. The sentence should be "I ate chicken curry with rice and I also drank lemon tea".
- c) "Last holiday, me and my family go to west sumatera". It should be "Last holiday, my family and I went to West Sumatera". The student make some error in verb, word choice and capitalization.

2) Interlingual Transfer

Interlingual transfer is the second most common source of student error, with a total error rate of 188 or (12.53%). Interlingual transfer occurs when students' first language influences their use of the target language.

When foreign learners acquire a second or foreign language, the interference of their first language can cause problems in the language acquisition process. These are some examples of interlingual transfer errors:

- a) “In second day, we went to garden tea”. It should be “In the second day, we went to the tea garden”. Interlingual transfer is to blame for the student's blunder, as the Indonesian language has a different noun construction than English. It can be noticed in his or her word order, which follows the Indonesian language's word order rules.
- b) “Me and friends went ito the mall ska” the correct sentence is “My friends and I went to Mall SKA”. Because the possessive of a word in Indonesian differs from that in English, the learner was influenced by the interlingual transfer and the student does not understand grammatical rules.
- c) “It a precious moment and memorable”. It should be “It was a precious and memorable moment”. The student was not used to writing a professional article and had the wrong word order. Because the rules for utilizing article and to be in Indonesian are not available, the student misused the article and did not use to be in the sentence. Furthermore, he or she had the wrong word order, with the adjective term coming after the noun in Indonesian but coming before the noun in English. It shows that the learner was still influenced by his or her mother tongue language, which is referred to as interlingual transfer.

3) Intralingual Transfer

Intralingual transfer has an error rate of 86 or (5.73 %). Intralingual transfer occurs when students learn a rule in a target language that they have not yet mastered and apply it to a new rule. As a result of

generalizing one rule to others, the students exhibited erroneous sentence construction. Intralingual transfer can be shown in the following examples:

a) “And our excited”. That the correct word is “And we were excited”. Because the student mispronounced the object pronoun "our," he or she used it as a subject pronoun. In addition, the pupil was not previously mentioned in the sentence.

b) “She was wash the dishes” That the correct word is “ She washed the dishes”. The student used the past tense verb “was” incorrectly. Because the student generalized that the word “she” must be followed by “was”, it was generated by intralingual transfer.

c) “At the day, I and my family went to the Bandung”. That the correct word is “At the day, I and my family went to Bandung”. Because the student overgeneralized the use of the article *the*, he or she extended it to proper nouns that do not require the use of the word *the*.

4) Context of Learning

The context of learning is the cause of the least inaccuracy, with a 25 or 1,66% error rate. The teacher, textbook material, or the student themselves can all influence the learning context. When a teacher explains a pattern in the classroom, he or she may give an incorrectly contextualized explanation based on the textbook, or the textbook itself may give a hardly comprehensible explanation for the students, and the students may have a misperception of the teacher's explanation based on the materials provided, leading them to make an error. These are some instances of learning context:

a) “In the next week, we went to my uncle house is a big house”. That the correct word is “Next week, we went to my uncle house and that is a big house”. The student did not use the relative clause to connect the words in the phrase, which could be due to the teacher's explanation not being thorough enough, causing the student to write an unsuitable statement. The student also used the wrong word "in the next week," which could be due to the student's perception of the word “in the”.

- b) “We went to dufan, ancol, taman mini, and many place anymore”. That the correct word is “We went to Dufan, Ancol, Taman Mini, and so many places”. The student did not utilize the plural noun, which could be because the student was only familiar with the singular noun during the teaching learning process, and so the student did not use the singular-plural noun correctly in the topic he/she wrote about the number of recreation places.

4.2. The Interpretation of Data

Based on the preceding description and analytical results, the writer would like to interpret the data. The findings reveal the three most common grammatical faults made by students when writing recall texts. The first error is capitalization, which has a 108 or 7,2% error rate. Communication approach is the most common cause of capitalization problems. English is a language with distinct spoken and written forms. When students speak English, they do not consider capital letters, but when they write a paragraph, they must consider capital and non-capital letters. As a result, the majority of students made capitalization mistakes.

The second most common mistake is incorrect verb tense. It contains 102 verb tense mistakes, or 6.8%. Interlingual transfer and communication strategy are the sources of error. The student chose the incorrect verb, whose meaning does not fit the context of the statement. Last but not least, there are 74, or 4,93%, errors in spelling. Interlingual transfer is the most common cause of verb tense errors. In Indonesian, there is no way to change a verb's tense from present to past or future. It's significantly different from English, where each verb has a unique pattern that describes the tense. Furthermore, the past tense verb is separated into regular and irregular forms, which might be perplexing for newcomers.

Furthermore, the three lowest students' grammatical faults in recount text writing include singular-plural errors (25 or 1,66%), unfinished sentences (38 or 2,53%), and article errors (46 or 3,06%). Singular-plural error is the error with the lowest frequency. It happened because the pupils' native language lacks the singular-plural rule, which contrasts with the target language's singular-plural noun rule. Furthermore, the student may be confused by the division of nouns in the target language into countable and uncountable nouns, as well as the division of plural nouns into regular and irregular patterns. As a result, interlingual transfer is the most common source of singular-plural mistake.

The second is a sentence that is incomplete. It happened when pupils created a statement that was missing some important nouns or verbs. The context of learning was the source of this blunder. Because the pupils' knowledge of the rules was incomplete, they missed several nouns or verbs in the sentence. When students composed a paragraph, the paragraph was unable to be understood by the reader due to several erroneous patterns or inappropriate terms in the sentence, resulting in the text having no sense. This type of error is interlingual transfer, which occurs when students attempt to convert their first language into the target language word for word, or communication strategy, which occurs when students attempt to write their idea based on their version but make an error.

The final piece is an article. It occurred when pupils authored a paragraph that was unable to be understood by the reader due to faulty patterns or inappropriate terms in the sentence, resulting in the sentence having no sense. This type of error is interlingual transfer, which occurs when students attempt to convert their first language into the target language word for word, or communication strategy, which occurs when students attempt to write their idea based on their version but make an error.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher has conducted the research entitled “AN ANALYSIS OF ERROR IN WRITING RECOUNT TEXT BY TENTH GRADE STUDENTS IN SMA NEGERI 4 PEKANBARU”. The writer chose ten grade students as the subject of the research, there were 15 students. So many students still made mistake and error in writing recount text even if they have learnt the material. The most common types of errors made by students are capitalization with the number of errors is 108 or 7,2%, verb tense with the number of errors is 102 or 6,8%, and spelling with the number of errors is 74 or 4,93%.

The sources of errors identified in this study are communication of study with the number is 206 or 13,73% source of error, interlingual transfer with the number is 188 or 12,53% source of error, intralingual transfer with the number is 86 or 5,73% source of error.

B. Suggestion

Following the completion of the investigation, the writer would like to provide some recommendations based on the findings. Hopefully, it would be simple to implement in teaching learning activities and reduce errors.

1. In order to make the students happy and relaxed, the teacher should have brainstorming as a warm-up before she begins teaching learning in the classroom. It can also assist students in shifting their attention from the previous class-subject to the material at hand.
2. The teacher should devise an enticing teaching writing strategy that will draw the students' attention to the English writing assignment.
3. There are several guidelines and text kinds to follow when writing. As a result, the teacher should simplify the explanation without sacrificing the content of the topic.

4. The teacher should provide feedback on the students' writing and keep track of their progress.
5. Writing is a skill that requires practice and a method. As a result, students should begin practicing writing with the simplest tasks, such as writing a daily activity or writing about their prior experiences in the form of a recount text.



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