

CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Definition of Error and Mistake

An error is different from mistakes, in the process of teaching and learning is very reasonable if students make mistakes. As teachers can not expect students to learn something perfect for the first time. Student errors are part of the learning process that must be addressed wisely. It is essential here to make a distinction between mistakes and errors. Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, error here refers to structures only. According to Bartram and Walton (1991: 21) state that mistake is wrong language which a native speaker would not usually produce, that is something that only learners of the language produce.

Error and mistake are two different words that are actually synonyms of each other. They also mean the same thing, something that is done incorrectly or is wrong. This could be due to bad judgment, inattention or may due to lack of focus. The main difference between the two is the context that they are used in. Mistake 'refers to student errors based on false allegations or failure to use certain known systems. while 'Error' refers to students' mistakes in terms of understanding.

From those definition above, the writer concludes that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation which is made by the learner because he does not know the rule and he/she will make it repetitively. Further, Crystal (2003) states in language teaching and learning, error analysis is technique for identifying, classifying and systematically interpreting the mistakes made by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Therefore, the teachers must try their best to avoid the errors made by the students without discouraging them. In addition, knowledge of sources of the errors will help the

teacher to find the sources of the errors. The teacher also need to provide the effective correction related to their errors in order to enable the students to construct the sentences with appropriate language form.

There are some common mistake made by language learners that is in error, the error refers to the error performance, in which language learners are aware system but fail to use it, also falsely interpreted as forms of speech that are not correct grammar, while errors are the result of the competence of systematic someone (a learning system that is not appropriate).

2.2 The Distinction between Error and Mistake

Error and mistake are not the same thing. But most the people still misunderstand about the definition of both. To be more clarified between error and mistake. Julian Edge suggests that mistake can be devided into two broad categories: “slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it).” Hubbard et al as cited in Santi Novianti (2013), said “error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slips, of the tongue and so on.”

According to Erdogan, (2005:263) in Nurul Fitrah Syam, a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. The mistake can be self-corrected when attention is called. In other words, a mistake is a slip that the learner can self-correct whereas an error is what a learner cannot self-correct. From those definitions above, the researcher can also conclude that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation made by the learner because he/she does not know the rule and they do it repetitively.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) also suggest two ways. The first one is to check the consistency of learner’s

writing, if he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is an error. The second way is to ask the learner to try to correct his own deviant utterance. When he is unable to, the deviations are errors, while he is successful, they are mistake. Indeed, learners often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake.

However, learning another language becomes difficult since the target language has a different system of the native language. This is why analyzing learner's errors in learning another language would be interesting instead of mistake analysis.

From explanation above, it can be concluded that error is systematic and the students cannot be self-corrected, because it reflects the student's competence in the target language. On the contrary, a mistake is an error that students can be self-corrected, because it is only the result of the students' performance.

Based on quotation above, it is clear that errors and mistakes are different. Errors are systematic deviation from the target. If the same patterns of the wrong sentences occur regularly in students' answers and they do not know the system correctly so they make errors. Moreover, it can be concluded that a mistake may be due to forgetfulness or hesitation.

2.2.1 The Source of Error

In learning a foreign language, students frequently make errors because they are common features of learning the new foreign or second language. When students made an error in their sentences, actually we their teacher can know what the causes. The cause of errors is well known as the source of errors. According Selinker talks about five central processes related to Interlanguage:

1. Language transfer: This process is a result of overgeneralization and of fossilization of items, rules and subsystems, which are transferred from the native language to the target language during the performance of interlanguage.
2. Transfer of training: The errors in this process result from misleading and overgeneralized information given by textbooks and language teacher.
3. Strategies of second language learning: There are different strategies which affect the surface structure of sentences. This process is exemplified by the tendency of learners to simplify the target language.
4. Strategies of second language communication:
This strategy can be characterized by the avoidance of grammatical formatives like articles, plural forms, past tense forms, etc.
5. Overgeneralization of target language linguistic material: Second language learners tend to overgeneralize the rules in the target language in order to reduce them to a simpler level.

According Burt (1974) classified errors based on their source into three broad categorize :

- a. Developmental (i.e. those errors that are similar to L1 acquisition).
- b. Interlingua (i.e. those errors that reflect the structure of the L1). Different types of interlingua errors include : transfer of phonological element of L1, transfer of morphological elements, transfer grammatical elements, and transfer of lexical - semantic elements.
- c. Unique (i.e those of errors that are neither developmental nor interference).

Meanwhile, Ancker (2000: 1) most of errors come up because of three main causes :

1. Interference from native language. The learner may assume that the target language and his native language are similar. Then, he will over generalize the rules of his native language and the target language.
2. An incomplete knowledge of the target language. Because of the incomplete knowledge, the learner may make guesses.
3. The complexity of the target language. Certain aspects in English are difficult for some learners, it may be caused the rules of their native language are quite different from English and even more complex than their native language.

2.2.2 The Causes of Error

The cause of error which often happen, John Norrish (1987) exposes three causes of errors:

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

2.2.3 The Types of Error

1. Grammatical

There are two components that should be mastered in teaching learning process of language, that are grammar and vocabulary. The word grammar has several meaning and many people attempt to define about grammar. Communication is the heart and soul of the human experience. Usually people never concentrate on learning grammar, especially their mother tongue to use it for speaking, but people have to pay attention in learning Grammar to enrich the beauty of their own mother tongue.

Research in Written Composition. Urbana, IL: National Council of Teachers of English. As students revise and edit their writing teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing misplaced modifiers. The grammar instruction which is separate from writing instruction does not improve students writing competence. Grammatical concepts like Tense and Agreement between Subject and Verb may also encourage students to examine grammatical errors in writing.

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty. Some experts give their idea about kinds of error. They classify it into several types.

2. Vocabulary

One of the most vital components to learning a language is learning vocabulary. Learners in general learn words in different ways and at different rates. This means that it is often necessary to find out, from a diagnostic and research perspective, how and why words are learned and utilized. Secondly, for foreign language learners, learning new vocabulary is a continual process. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001).

Vocabulary then becomes essential to the study of any language, whether it is a first, second, third, or fourth language. In addition, the direct study of vocabulary may also involve learning vocabulary strategies, word parts, pronunciation and spelling of words, and/or higher level development of word meanings. The methodology of vocabulary learning varies just as much as the styles of individual learning as well as ability levels which create a challenge for any diversified learner (Holmes, Rutledge, & Gauthier, 2009).

3. Spelling

Spelling is one of the beginning practices in the way of learning English. Spelling is the learner's ability to write a word correctly. Writing accurate spelling adds to the quality of overall writing texts. The study of learners' spelling errors provides an opportunity to understand and facilitate in the learners' spelling difficulties (Al-zuoud & Kabilan, 2013).

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998:133).

Therefore, Dulay et al divide the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misorder.

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

2. Addition errors are the presence of an item which must not appear in a well-formed utterance.

3. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect

4. Misorderer As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Corder in Ellis distinguishes three types of error according to their systematicity:

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

The other type of errors is elaborated by Dulay et al (1982) who classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect 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 effects.
 1. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).
 2. Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.
- b. *Surface Strategy Taxonomy*. Learner may omit necessary any morphemes or words, add unnecessary ones, misform items, or misorder them.

- c. *Comparative Taxonomy* .The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions.
- d. *Communicative Effect Taxonomy*. The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

2.3 Writing

2.3.1 Definition of Writing

There are four basic skills of English language learning, i.e listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need produce language to do these, they receive and understand it. According to Harmer (2001:119) receptive skills are the ways in which the people extract meaning from the discourse they see or hear. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the news items, than later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is important skills to be mastered in learnign English as a foreign language. According to Chastain (1988) writing is a basic communication skill and a unique asset in the process of learning a second language, writing is a very important skill for students in learning English. It is because writing is one of four major skills that have to be mastered. Writing is a communicative skill, plays an important role for the students to express their ideas, thoughts and feelings. Then, writing skill is an important element in engineering success. Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information.

Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library. It can be 28 summed up that writing develops human's lives by informing the knowledge and the idea. People can forget spoken information in second but writing makes it permanent. Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writing's rules.

Writing activities are identified by using graphic symbols, a combination of letters corresponding to spoken language sounds. But more details writing activities not only produce grapic symbols. The symbols need to be arranged in accordance with the appropriate provisions, either in words, composing words into sentences, composing sentences into paragraphs, or arrange paragraphs into a single text. Writing was a productive and expressive activity in which the writer should be skillful of using graphology, structure structure and words in context. Writing skill can not be simply gained without sustainable practices. Meanwhile, Graham (1997) mentioned four important areas in writing process : Knowledge of writing and writing topic, skill for creating a text, motivating learners to write about the particular topic anthusistically, using strategies and directing learners though and action to obtain specified goals

In writing it is important for the writer knowing who is their audience, it is mean the people who will read the writer have written. According to Syafi'i (2011 : 103) audience become the most crucial in term of term of writing. Knowing many audience will help reach goal of communication clearly and effectively.

Based on description above, writing is one of communication tools in written form. It is mean that, there are communication between the writer and the reader. But, it is kind of one way communication, because there are no face to face interaction. In other word, the writer is write and the reader is read. Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. Writing is essentially a knowledge, that is what is in the mind and then poured into the form of writing. Knowledge here is not just a word or a phrase but can also be a picture, a combination of ideas and images, and everything that is on the mind. Knowledge of a person will become apparent after pouring the form of oral and written.

This means that when first write something down have already been thinking about what want to say and how to say it. After have finished writing, and than read what the written and made changes and corrections. Therefore, writing is never an ones step actions it is a process that has several step. Even though the construct of error writing should be specified before practical assessment procedure is designed, this basic principle is likely to be missed amongst teachers.

They are likely to focus on devising other test-related features such as test-tasks, topics, and scoring schemes. However, for the concerns of error of the assessment, that is, construct validity, there is a need to make sure that they do establish it beforehand. As for the ways to set it up, the definition of error writing can be formed depending on the teachers' own experience as teachers. It can be also defined according to their ideology on writing.

2.3.2 Aspect of Writing

Writing is one of skills that have to be mastered by the students in learning English. In writing, the students have to pay attention to aspect of writing. As one aspect of language skills, writing or composing a complex activity. The complexity in the writing demands the ability to organize ideas coherently and logically, and presenting it in a variety of written language and other writing conventions. However, despite its complexity, writing promises such great benefits in helping the development of initiative and creativity, confidence and courage, as well as the habits and the ability to find, collect, process, and organize information.

According to Haris (1969: 68) aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows :

1. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (Organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3. Mechanic

Mechanic is use of the graphic convection of the language we have to pay attention the use of the punctuation and applying of the word of sentences. Punctuation is very determiners writer can clear for the reader.

4. Style

Style means the choice of the structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers.

Based on the research background above and in order to make this research consistent with the topic, writing must have some aspects which make the sentence become a good sentence or paragraph.

2.3.3 The Process of Writing

Writing is an activity that requires a process to produce writing. In the process, write down the stages of activities that must be traversed to produce writing. The successful writing of people could be characterized by writing a lot, participation was even, high motivation, and use acceptable language levels.

There were some basic stages of writing process :

1. Prewriting

The activities to helping you generate the ideas for your writing assignment. Here, someone will choose the topic and narrowed them, then generated ideas by brainstorming.

2. Planning (outlining)

Here, someone must organize the ideas that generated by brainstorming into an outline.

3. Writing and revising draft

It means that time to write the main topic in the story until produced a final copy.

In addition, Nunan (1998: 37) states successful writing involves :

- a. Mastering the mechanics of letter information
- b. Mastering and obeying conventions of spelling punctuation

- c. Organization content at the level of the paragraph and the complete text to reflect given new information and topic comment structure
- d. Polishing and revising ones initial efforts and
- e. Selecting and appropriate style for ones audience

According to Dorothy and Lisa, the six step of the writing process :

1. Pre-writing : chose a topic, gather ideas, and organize. Prewriting stage is the first stage in writing activities, this stage lies in before writing. In the prewriting stage there are various activities undertaken by the author. Starting from determining the topic in terms of interesting or not to the reader.
2. Drafting : writie a paragraph or essay from strat to finish. Using note about the ideas and organization. Drafting is written on the basis of prevailing ideas. These ideas are logically based on a predefined sequence.
3. Reviewing and revising : review structure and content. Revising means fixing, it can either add less or subtract more, add supportive information, sharpen the formulation of writing. Changed the order of writing the points of thought, eliminating the less relevant information, and so forth. The author attempted to refine the completed draft.
4. Rewriting : revise structure and content, proofread, make final correction.

Meanwhile, Carolyn Panofsky et al the Writing Process and Strategy category contains four elements that appear prominently in standards across all states. Of the six most popular elements among all writing standards categories, three are from Writing Process and Strategy. First, 96% of states expect students to engage in writing as a process.

The writing process involves the tasks associated with producing written work, beginning with prewriting activities such as brainstorming and outlining, moving on to drafting and revising, and fi nally editing and publishing the work. Second, 94% of states expect students to use information to support an argument, an expectation that includes retrieving primary

and secondary sources and discerning their reliability and biases. Third, 91% of states require students to evaluate, synthesize, contrast, and compare ideas and information. The fourth element in the writing process category, which is not one of the six most popular elements across all standards but is nevertheless important, involves students' participation in peer-editing workshops, and 74% of states include standards of this type.

2.3.4 Criteria of Good Writing

English teacher can use writing as a means of learning or evidence of successful learning. A good writing reflects a plenty of practicing because it needs processes of thinking and then evaluating and revising it. It can be concluded that through writing many information and knowledge can be shared, therefore writing can develop human's life. While, writing in the sense of learning English is a challenging activity for foreign language learners because the FL learners not only have to interpret the idea into comprehended text but also they have to pay attention to the writing's rules. However, writing reflects the FL learners competency because it can be such a tool that gives feedback in the learning process.

Good writing in any languages involves knowledge the convention of written discourse in culturae as well as the ability to choose the precise wordsnthat convey one's meaning. To write an interesting text and good paragraph, we should know what a paragraph is. According to Hedge (1998: 8) there are some criteria of good writing :

1. Getting the grammar right
2. Having a range of vocabulary
3. Punctuating meaningfully
4. Using the conversation of layout correctly
5. Spelling accurately
6. Using a range of sentence structure

7. Linking ideas and information across sentences to develop a topic
8. Developing and organizing the content clearly and convincingly

2.3.5 The Type of Writing Text

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 texts easily, the explanation is drawn up into a table as follows according to Littlefair (1991):

Table 2.4
Types of writing text

Text Type	Example of the Text	Explanation
Narrative	<p>1) Orientation</p> <p>Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.</p>	Narrative text is text type that tells a story. Its purpose is to present a view of the world that
Text Type	Example of the Text	Explanation
	<p>2) Complication One day an invitation to the ball came to the family. Her stepsister didn't let her go, so Cinderella was very sad. The stepsister went to the ball without her.</p> <p>3) Resolution Fortunately, the fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her.</p> <p>4) Coda</p> <p>They lived happily ever after.</p>	entertains or informs the reader or listener.
Recount	<p>Earthquake</p> <p>1) Orientation</p> <p>I was driving along the coast when the car suddenly lurched to one side.</p>	Recount text is a piece of text that retells past events, usually

	<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>in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred.</p>
Procedure	<p>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. The purpose is to 32 You will</p>	<p>Procedure text is a piece of text that gives instruction for doing something. The</p>
Text Type	Example of the Text	Explanation
	<p>need one packet of jelly crystals, a 500 ml jug, 250 ml boiling water, 200 ml 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>purpose is to explain how something can be done.</p>
Descriptive	<p>My Pet</p> <p>1) Identification</p> <p>I have a pet. It is a dog and I call it Brownie.</p> <p>2) Description</p> <p>Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick Brownie doesn't like bones.</p>	<p>Descriptive text is a piece of text that describes living things or non-living things. Its</p>

	<p>Every day 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 a sweet and friendly animal.</p>	<p>purpose is to describe to audience the characteristics of people, things, animals, or places.</p>
<p>Report (Information Report)</p>	<p>1) General Classification</p> <p>For many years people believed that the cleverest animals after man were the chimpanzees. Now, however there is proof that dolphins may be even cleverer than these big apes.</p>	<p>An information report text is a piece of text that presents information about a subject</p>
<p>Text Type</p>	<p>Example of the Text</p>	<p>Explanation</p>
	<p>2) Description</p> <p>Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, like a 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 can understand. 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>	<p>The text usually contains facts about the subject, a description and information on its parts, behavior and qualities. Its purpose is to classify, describe or to present information about a subject.</p>

2.4 Recount Text

2.4.1 Definition of Recount Text

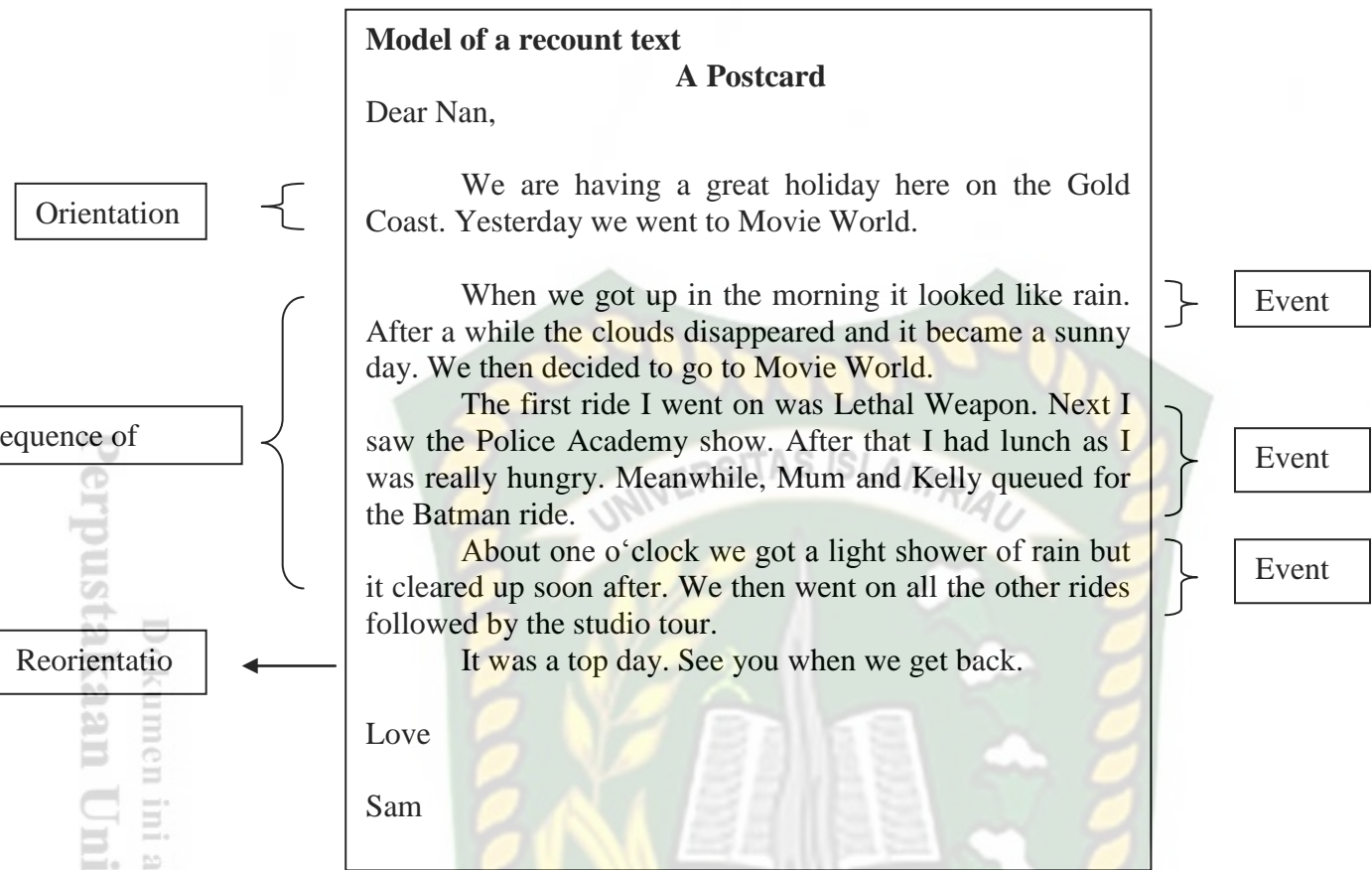
According to Utami et al (2008), Recount text is a text which has social function to retell events for the purpose of informing or entertaining. Based on School-Based Curriculum or Kurikulum 2013, there are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. 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.

Its goal is to entertaining or informing the reader. It is included in a group of narration, similar to spoof and narrative. Recount text focuses on the series of event, one event followed by the others. Commonly recount is arranged in chronological order, wether by time or by essence of the event itself. The researcher believes that recount text is the text which is so close to the students' life.

2.4.2 Generic Structure of Recount Text

According Wardiman et al (2008:70) the generic structure of recount text describe as follow:

1. Orientations : tells who was involved, what happend, where the events took place, and when it happened.
2. Events : tells what happened and in what sequence.
3. Re-orientation : consist of optional-closure of events/ending.



2.4.3 Language Features of Recount Text

1. Noun as a personal pronoun, such as Alex, Martin, Aniston, etc.
2. Individual participants, focused on specific participants story.
3. Past tense (simple past tense and past progressive tense), such as : went, ran, ate, were walking, etc.
4. Time connective and conjunction to sequence of the events, such : after, before, then, after that, etc.
5. Action verb; a verb that shows the events or occurrence, such as: stayed, climbed, killed, etc.
6. Adverb and adverb phrase to show place, time, and ways, such as yesterday, last week, slowly, carefully, etc.

The language features has significant role to help in getting the point of the story. The audience can identify those who involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by looking for the tense used, the use of past tense directly showed that the text is recount which retell past events always used past tense. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read. In conclusion, the researcher decides to use indicator of error in writing recount text are :

Tabel 2.2
The generic structure of recount text

No	Indicator
1	Orientation
2	Event
3	Re-orientation

i. Types of Recount Text

According to Derewianka as cited in Rismawati (2017) that there are five types of recount text, namely :

a. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personal involved in (e.g. oral anecdote, diary entry).

b. Factual recount

Factual recount is a recount that recording the particulars of an accident (e.g report of a science experiment, police report, news report, historical recount)

c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and give detail.

2.5 Past Studies

To have more references and make aware of the value of this research, a review of the previous findings is obviously needed. There are some studies that were conducted on analysis of error writing.

Doni Ramli (2013) “ *An Analysis on The Students’ Error in Writing Recount Text* ”. The method uses in this research is a Descriptive where the researcher explained the result of research by describing the data gained. The tehcniques used for collecting data are measurement tehcnique and direct observation tehcnique. The tools of collecting data are written test. Base on the finding in this research, there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.

Zon Hendri (2012) “ *An analysis of the second year students errors on Hortatory Exposition Writing at SMA IT Bangkiang*”. The instrument used in this study was an hortatory exposition paragraphs writing test. The data were analyzed and identified descriptively. Yet a simple calculation was needed to find out the percentages of each kinds of errors made by the students. From the percentage calculation, it was found that morphological errors were the most dominant appeared in the students’ writing (42,6%). Meanwhile, the lowest dominant errors were mechanical errors (3.8%). From the research result, the researcher sees the second year students of SMA IT Bangkinang faced English grammar problem. Besides, they tend to tranferred ruled from their mother tongue, and they did not really understand their target language.

Tri Agustina 2016 “*Error Analysis In Writing Recount Text at Second Grade of SMP Muhammadiyah 4 Surakarta Academic Year Of 2015/2016*” The study aims to identify the

types of morphological, syntactic, discourse error in writing recount text by the eighth grade students of SMP Muhammadiyah 4 Surakarta. In addition, it is to know the frequency of each type of errors, to know the dominant type of error and to know the sources of the errors. The type of research is qualitative research. The result of research shows that lexical errors is 22,2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64%, discourse error is 7,7% which include generic structure. The dominant type of error is wrong spelling and misuses of verb in past tense.

Eka Sasmiasih (2014) “ *Error Analysis on the Student Writing Descriptive Text at Second Grade of SMP PGRI 2 Ciputat* “ this research was carried out to find out what types of error made by students of second grade of SMP PGRI 2 Ciputat in using adjective in descriptive text writing and what causes of the students error in using adjective in descriptive text writing. This research is categorized as a case study done to 25 students of SMP PGRI 2 Ciputat . the method used in this study was descriptive Qualitative Method. This study was conducted following procedures of the error analysis : data collection, identification, description, explanation and diagnosis, evaluation, and prevention and feedback. The data were gathered through writing test and interview.

The finding of this study showed the highest frequency of error is misformation error (53.33%). The lowest frequency of error is mis-ordering error (6.67%). On the other hand, the highest cause of error is First Language (52.54%), while the lowest cause of error is translation (6.78%).

Base on the research of Doni Ramli (2013) with entitle “an analysis on students’ error in writing recount text” have the same indicators. This research an analyze recount text in vocabulary, organization, grammar, and mechanics. Meanwhile, this research will be focusses in four indicators. In writing recount text by the second year students SMPN 4

Pekanbaru from the previous research, the research intends to complete the previous research and enrich the similar research.



Dokumen ini adalah Arsip Miik :

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