



## AN ANALYSIS OF STUDENTS' ERRORS IN WRITING OF RECOUNT A Case Study at the Eleventh grade MIPA<sup>2</sup> of SMA Neg. 1 Tongauna Academic Year 2020/2021

**M. Fadli**

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Lakidende

Email: [muhammadfadli2257@gmail.com](mailto:muhammadfadli2257@gmail.com)

### Abstract

The aims of this study were in term of construct the recount text, the use of correct grammar was need to mastery by the students. In the eleventh grade of SMA Neg. 1 Tongauna, in which this study was conducted to analyze of error students' in writing of recount text. This study was descriptive analysis method in form of qualitative research. The sources of the study were the students from eleventh grade of MIPA<sup>2</sup> that consisted of 28 students, but the researcher only analyzed 20 students. The instrument used in this study was writing text, the students made a recount text. In collecting data, students were giving the writing test of recount text. The data of students writing text showed the types of errors that students made in recount text. From the type of errors the researcher just focused in misformatioan and misordering based on surface strategy taxonomy. In misformation errors there three types, those are regularization error, archi form, and alternating form. The types of errors made by the students were 205 errors or 101,90%, misformation were 182 errors or 90,77% with categories regularization errors were 8 errors or 3,90%, archi form 55 errors or 26,83%, and alternating form were 119 errors or 58,05%. In misordering were 23 errors or 11,22%. Based on the result of this study, the researcher concluded that the dominant errors made by the students were alternating form of misformation as a highest level of the errors.

**Keywords:** error analysis, recount text, writing.

### Abstrak

Tujuan dari penelitian ini adalah dalam hal membangun teks recount, penggunaan tata bahasa yang benar perlu dikuasai oleh siswa. Di kelas sebelas SMA Neg. 1 Tongauna, dimana penelitian ini dilakukan untuk menganalisis kesalahan siswa dalam menulis teks recount. Penelitian ini merupakan penelitian deskriptif dengan metode analisis berupa penelitian kualitatif. Sumber penelitian adalah siswa kelas XI MIPA<sup>2</sup> yang berjumlah 28 siswa, namun peneliti hanya menganalisis 20 siswa. Instrumen yang digunakan dalam penelitian ini adalah teks tulis, siswa membuat teks recount. Dalam mengumpulkan data, siswa diberikan tes menulis teks recount. Data siswa menulis teks menunjukkan jenis kesalahan yang dibuat siswa dalam teks recount. Dari jenis kesalahan tersebut peneliti hanya memfokuskan pada misformatioan dan misordering berdasarkan taksonomi strategi permukaan. Pada misformation error ada tiga jenis, yaitu regularization error, archi form, dan alternating form. Jenis kesalahan yang dilakukan siswa sebanyak 205 kesalahan atau 101,90%, kesalahan formasi sebanyak 182 kesalahan atau 90,77% dengan kategori kesalahan regularisasi sebanyak 8 kesalahan atau 3,90%, archi form 55 kesalahan atau 26,83%, dan bentuk bolak-balik sebanyak 119 kesalahan atau 58,05%. Pada misordering terdapat 23 kesalahan atau 11,22%.

Berdasarkan hasil penelitian ini, peneliti menyimpulkan bahwa kesalahan dominan yang dilakukan oleh siswa adalah bentuk kesalahan formasi yang bergantian sebagai tingkat kesalahan tertinggi.

**Kata kunci:** analisis kesalahan, teks recount, tulisan.

## INTRODUCTION

English is an international language that used in a lot of countries in the world as device to interaction and communication with the other. People use English in order to make relationship among people in different countries in the world. It is because English plays an important role. It can be say English is almost used as medium in the scientific and technology research as well as international relationship. English is important role in the life of the global community such as industrial fields, economic, politic, education, art and sculpture.

While in Indonesia, English teaching is intended to use English communication. English has been taught and introduced from nursery school to university as second language and compulsory subject. It means required to be able to get involved in communication using English both in form of oral and writing. In teaching English learning are demanded to master the four skills in language, those are speaking, listening, reading and writing.

Writing is one language skill by which people to express out their ideas in writing form. Writing has important role for it is significance in learner's actual life. In expressing out their ideas, the writers intend to persuade or to give information to other people who read their writing. In the school, writing skill be able help them to express their ideas to answer the essay and accomplishing their assignment from their teacher. Therefore, the students should have good ability in organizing ideas and information, diction, grammar and sentence structures to create the best style that is suitable with the main topic and the readers' expectation.

Learning English is not easy, the language learning have difficulties because learn English structures is different from learning Indonesian language structures. Selinker (2008) points out that 'when a student makes a mistake, it is not the fault of the teacher or the materials or even the students, but it is a natural part of a learning process'. People cannot learn language without systematically committing errors first. Errors which are made by learners contribute in understanding the process of foreign language acquisition. By seeing students' errors, the writer will to collect information about students' errors.

Writing is the production of the written word that results in a text. It always cannot be separated from the kind of text or genre. Among kinds of the text that usually used in writing is recount text. Recount text is a type of text in English that tells a story, action or activity. Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience (Derewiangka: 1990). In writing recount text of the student often encountered errors in their writing.

The students who learn English produce many errors in their writing. Some of them are confused in using the sentences in their writing. The errors happened because the students influenced by their native language and influenced by Indonesian students language thinking. The phenomena was due to the teaching and learning process of English the students have not enough opportunity to develop their ability.

Students' inability to write is largely due to failure of teaching writing skills in schools. Based on the writer's observations the ability to obtain high school students in general is still weak. The indicator is the low quality of student writing good in terms of grammar, development and organization of ideas. Besides that, the writer also found problems with students' writing errors. The

errors usually occur in the productive skills, speaking and writing, but to analyze the error in productive skills in short time is not easy. It takes much time and requires a high ability of an analyst.

The writer was applied errors analysis on surface strategy taxonomy due to this category related to students' writing skill on grammatical structure. Surface strategy taxonomy have four categories that include omission, addition, misordering, and misformation. In this study, the researcher just focused to use two categories that include misordering and misformation strategy for analysis the errors and found out what was the dominant errors that they did.

Based on the explanation above, the writer decided to undertake a study which explored the errors that students did in writing recount text. Therefore the researcher conducted study based on the title "An Analysis of Students' Errors in Writing of Recount: A Case Study at the Eleventh grade MIPA<sup>2</sup> of SMA Neg. 1 Tongauna Academic Year 2020/2021)".

### **Definition of Error**

Making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. Brown (2007) considers an error to be "a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. While Davis and Pearse (2002: 103) state that errors are integral part of language learning and not evidence of failure to learn'. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be use to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.

Another concept of error by Brown (1994:44) defined "error as the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner" in other said error is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provides by linguistics.

Based on explained above, the researcher concludes that error is integral part of language learning that noticeable deviation from the adult grammar which identifying deviation of the rules of the second language.

### **The Differences Between Error And Mistake**

Base on the description above about the definition of error, it is clearly stated that error arises only when there was no intention to commit one. James (1998:1) stated that if the learner is inclined and able to correct a fault in his or her output, it is assumed that form he or she selected was not the one intended, and we shall say the fault is a mistake. On the other hand, if the learner used was the one intended to make correction, we assume that the form the learner used was the one intended, and that is an error.

According to James (1998) proposed the clearest and most practical explanation of error and mistake. He explained that mistake can only be corrected by their agent if their deviance is a pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If addition information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake. Meanwhile, error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In the other word, errors require further relevant learning to take place before they can be self-corrected.

Based on the explained above, it can be concluded that mistake is an error that can be corrected by the agent who made the error if there are irregularities and can be corrected quickly while the error is an error that cannot be corrected by themselves and must require continuous relevant learning.

### **The Definition of Error Analysis**

Error analysis is study second language acquisition that is made by students. Error Analysis The fact that “learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis. Another concept of error analysis is given by Richards’ (1971). He states that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Moreover, Brown (1980) “that error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to express the systems operated by learner”. Error analysis is a technique for classifying, identifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”.

Error is process the study second language acquisition (SLA) made by students. According to James (1998), stated that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. The primary focus of error analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying process of second language learning or second language acquisition. Error analysis is important in learning second language acquisition. Error analysis help teacher to know ability students learn language and it solve the difficulties the students or to improve their ability in study second language acquisition.

Based on the explanation above the researcher concludes that error analysis is a process of indentifying, classification and observed by the unacceptable that someone made in learning of second language that help the teacher to know the ability and difficulties the students to improve their knowledge in learning foreign language acquisition.

## **METHODS**

### **A. Method and Type of the Study**

The type of the study was descriptive analysis in form of qualitatif study. Descriptive study was design to obtain the current status of phenomenon and direct toward determining the nature situation the nature situation as it existed at the time of the study. According to Sarwono (2006) states that qualitative study brings the researcher blend with object study, the purpose of this way is the researcher can understand the phenomenon that they studied. It means qualitative is a study design where the researcher presenting the data with using description. Moreover, the purpose of qualitative is to help the researcher found the solution of the phenomenon happened in society with doing investigation to the object study. The researcher was taken a qualitative study because the researcher was identified errors based on the surface strategy of taxonomy by James theory, the researcher just focused to analyze the students’ errors in misformation and misordering form and dominant errors that students made errors. This error was seen from the students’ errors in writing

of recount text had made by eleventh grade students. The purposed of this study was conducted an error analysis in writing recount text by students of eleventh grade MIPA<sup>2</sup> of SMA Neg. 1 TONGAUNA academic year 2020/2021.

#### **B. Time and Place**

This study conducted at S MAN 1 Tongauna which it located in Tongauna Sub-District, Tongauna District, Konawe Regency. This study was taken on Tuesday 14<sup>th</sup> July 2020. The collecting the data did in the class of XI MIPA<sup>2</sup>.

#### **C. Data and Source**

##### **1. Data**

The data of the study are all erroneous sentence and paragraph made by the students writing recount text by students of eleventh grade MIPA<sup>2</sup> of SMAN 1 Tongauna in academic year 2020/2021. The researcher chose this class because they are ability in English teaching is good enough and the researcher would like to know their ability in grammar structure in their text of recount.

##### **2. Source**

Data collection in the study derives from students' writing recount text at eleventh grade MIPA<sup>2</sup> of SMAN 1 Tongauna in academic year 2020/2021 that consist of 28 students. In this study the researcher just focused in 20 studens for analyzed the writing, it is because this pandemic Covid 19, some students did not come in the school and just 20 students presented in that time.

#### **D. The Instrument of the Study**

To collect the data of this study, the researcher had some procedures to answer the problem that made by students in writing recount text. The researcher collected the data by giving test to the students. The test instrument was to researcher recount text. The researcher gave a writing test for a recount text, because the students easily to make the text based on their experienced. The researcher gave the free theme to write their unforgettable moments. Then the researcher distributed the test papers to all students. When the students finish their writing, the papers were collect. After all the data had been collected, the researcher was analyzed them.

#### **E. Technique of Data Collection**

In collecting the data, before the researcher collecting the data the researcher gave explanation about definition of recount text and who the structure of this text to students. Then student's writing with using framework in writing recount text. After that, the researcher gave project to researcher recount text. Before, the students submitted their text the researcher did as follow: (1) the researcher asked the students to choose the topic of writing appropriate their moment. (2) the researcher asked students to make a draft before they began writing recount text. (3) the researcher requesting the students to made recount text suitable their knowledge and limited the number of sentences in the student's writing with two or three paragraphs. (4) the researcher asked students to submit their exercises. (5) the researcher identified the types of error in their writing based on surface strategy taxonomy and finding the dominant of the students made errors in making recount text.

#### **F. Technique of Data Analysis**

To make a conclusion and answer the question of the study, the researcher makes some procedures. First, the researcher analyzed the student's writing in recount text and focused to analyze the text with observation checklist. Second, the researcher classified the types of errors and the write gave check in the observation checklist column based on student's error. Third, the researcher wrote the error sentences by students in error column based on surface strategy

taxonomy. Fourth, the researcher wrote the correction of sentence in correction columns. Fifth, the researcher describing the frequency of error, this step is describing the frequency of errors. The researcher would like to describe the frequency of errors using formula.

Sixth, the researcher described her analyzed with using qualitative descriptive method and using the formula to help answer the study. The researcher used qualitative research in this study which the method is conveyed in descriptive analysis way to described and to interpret the result of qualitative data. The last the researcher also used the data to analyze dominant errors of students' made in writing of recount.

## RESULT AND DISCUSSION

This chapter the researcher presents and discusses the finding of the study. This study was conducted to investigate two study problems. This chapter is divided into two main sections, they are findings the type errors analysis and the interpretations.

### A. Findings

#### 1. The Description of Grammatical Errors

Based on the surface strategy taxonomy, the kinds of errors are classified into four main categories, those were omission errors, addition errors, misformation errors, and misordering errors. In this study, the researcher just focused in misformation (regularization error, archi-form, and alternating form) and misordering error. In analyzing the composition, each type of error that is found is cycled and marked. After finishing this step, the errors were tabulated. Then, the frequency of each type and the total number of errors were counted. Based on the analysis, there were some errors in the student's composition of recount text at eleventh grade MIPA<sup>2</sup> of SMA Neg. 1 Tongauna.

The errors on students writing recount text can be seen from this table. The researcher had identified the students' error and she had calculated the number of each error. She drew up the result of calculation into table and converting them into percentages. After that, the researcher interpreted the data after processing the result. This table below is the recapitulation of the students' recount text writing errors.

**Table 4.1 Identification of Error of All Students**

Students	Errors classification			
	Misformation			Misordering
	RE	AR	AL	
1	1	-	7	1
2	1	5	3	1
3	-	1	7	1
4	-	-	5	1
5	1	4	8	2
6	-	-	5	1
7	1	1	3	-
8	-	1	8	4
9	-	1	5	-
10	-	1	10	3

11	-	5	5	-
12	2	7	8	1
13	-	7	2	3
14	-	-	4	-
15	-	4	10	2
16	2	2	5	2
17	-	5	9	-
18	-	2	4	1
19	-	7	7	-
20	-	2	4	-
Total	8	55	119	23

Based on the table 4.1 explained of the identification of error that students made in their writing in recount text. The percentage types of errors on students writing recount text can be seen from this table below.

**Table 4.2 Sequence types of error**

No	Surface Strategy Taxonomy	Component	Frequency of Errors	Percentage (%)
1	Misformation	Alternating	119	58,05%
		Archi-form	55	26,83%
		Regulation	8	3,90%
	Total		182	90,77%
2	Misordering		21	11,22%
	Total		205	101,90%

Based on explanation above from the percentage Errors, the researcher would like to analyze the data by presenting the sources of students' errors. She analyzed the students' of error according to James' et al theory. The percentage types of errors students writing recount text can be seen as follows:

In this study, the researcher found all students made errors in misformation were 182 errors or 90.77% with classification which included of misformation in Regularization error the researcher found 6 students with 8 errors or 3.90%. It happened because the students faced difficulties selecting and forming in using the regular verb of the past tense, for example : *"I helped my mother to cooked"* In this case the student made error in using the word transitive verb it should be *"I helped my mother to cook"*. The student also made errors in using the past tense after auxiliary, for example: *"I can cooked the rice and vegetable"* it should be *"I could cook the rice and vegetable"*. In other example *"Who were so kind and caring to continued the level of higher education.* It should be *"Who were so kind and caring to continue the level of higher education.* In this case the students made the error in using the regular verb in the infinitive verb, it should be the word after "to" is not used the past tense.

In Archi-form the researcher found 16 student with 55 errors or 26.83%, it happened because the student faced difficulties in using possessive pronoun for example in the sentences that dominant accrued in their writing were: *"after he finished breakfast he also said goodbye to my mother that his would go to work"* it should be *"after he finished breakfast he also said goodbye to my mother*



that he would go to work". The students also made error to use the word "do" in infinitive verb in their sentences, for example "I also do everything that I haven't do before, I can gether with my family, we will spend our time together" it should be "I also did everything that I haven't done before, I could gether with my family, we would spend our time together". In this case the students made errors in using infinitive and to be in their sentences, they not change it into the past tense.

In the Alternating Form the researcher found 20 students made errors with 119 errors or 58.05%. It happened because the students faced difficulties in using the past participle form, sometime the student used infinitive as verb in the past sentence for example "Since I stay at home". It should be "Since I stayed at home". In this case the students not mastered about used the past tense, they inclined to compare in using infinitive to past tense. The students also made the occurred error in spelling and vocabulary for example "May, directly disbaded by the authorities" it should be "May, directly disbanded by the authorities. The students also made the error in using singular-plural for example "Learning to live by stayed a tent even though only for three days and four night", it should be "Learning to live by stayed a tent even though only for three days and four nights". The students also made the occurred error in using of ordinal number for example "Three years ago. In junior high school in my class was eigh" it should be "Three years ago in junior high school in my class was eighth."

In the Misordering the researcher found 13 students made errors with the total error 23 or 11.22%. It happened because the students put some element word in wrong place, the students occurred error when they used noun to describe a adjective for example " because of this covid 19 pandemic". It should be adjective describe the noun "because of this pandemic covid 19, and some of students also made error in words " seven class". It should be "seventh class". In this case the students made errors in wrong place it because they still influenced in bahasa Indonesia structure. And also most students also made disorder word of the using the subject for example "because I and my friends to adapt to new environment" it should be "because my friends and I to adapt new environment".

## B. Interpretation

After classifying items into tested and analyzing the frequency of errors in each items. The researcher formulated the sequence of types of errors on its high frequency to lowest frequency of errors.

Table 4.23 Sequence types of error

No	Surface Strategy Taxonomy	Component	Frequency of Errors	Percentage (%)
1	Misformation	Alternating	119	58.05%
		Archi-form	55	26.83%
		Regulation	8	3.90%
	Total		182	90.77%
2	Misordering		23	11.22%
	Total		205	101.99%

In the table 4.23 most of the students made errors on misformation with the frequency 90.77%. It is very high frequency of error, because the students faced difficulties collecting and forming some of words. This types of misformaion can be classification into three items from the



high level to lowest level. The first level is alternating form with the frequency of errors 58.05%. It is high frequency, because most of the students had made the errors on selecting word in infinitive word to past tense, some of them made errors in the wrong morpheme, in using singular-plural, in using ordinal number and also they made errors of spelling and vocabulary. The second level is archi-form with frequency 26.83%. It is the high frequency because most the students made errors in using the possessive pronoun, using "do" in the sentence of past tense, using "to be" in their sentence to change the correct words. The third level is regularization error with frequency 3.90%. The students made errors on selecting and forming words to use regular verb in the sentences and most of them made errors in regular verb after "to be" and "auxiliary".

The last level is misordering with frequency 11.22%. The students made errors on the text regarding the misordering. It happened because the students put some word in wrong place. The students committed errors when they used noun to describe an adjective and most of them made errors on the used the subject.

From the frequencies of the type of those errors above, it was concluded that the students were still committed errors on misformation (regularization, archi form, alternating) and misordering errors. Based on the explanation above, it could be concluded that the most dominant students' errors in writing of recount text of the students eleventh grade MIPA<sup>2</sup> of SMAN 1 Tongauna was alternating form, it was included in misformation types based on Surface Strategy Taxonomy.

## **Conclusion And Suggestion**

This chapter deals with two parts were conclusion and suggestion. The first part presented the conclusion derived from the study. The second part presented suggestions intended for the teacher, the students, and further researcher.

### **A. Conclusion**

Based on the data in the previous chapter, the researcher would like to draw a conclusion that the eleventh grade MIPA<sup>2</sup> of SMA Neg. 1 Tongauna still made many errors in recount text writing. The researcher analyzed the data based on the surface strategy taxonomy proposed by James. Based on the previous chapter, the researcher found 205 errors or 101.90%, there are two categories of errors were found in the students' writing as follow:

#### **1. Misformation**

The occurrences of misformation in students' writing are 182 errors or 90.77% out of the total number of the grammatical errors with categories alternating are 119 errors or 50.04%, archi-form are 55 errors or 28.83%, and regularization are 8 errors or 3.90%. The alternating errors had the highest frequency of occurrence used in the writing conducted by the writing process of the students. In other said the alternating errors is dominant that occurrence used by the writing process of the students.

#### **2. Misordering**

The occurrences of misordering errors in writing are 23 errors or 11.22% out of the total number of students' writing. The misordering errors had the high frequency of occurrence made by the students writing. It is happened when the students make an incorrect placement of a morpheme or group of morphemes in writing.

### **B. Suggestion**

The researcher finds that there were still some errors made by the students in writing of recount text. Therefore, the researcher wants to give suggestion as follows:

#### **1. To the English teachers**

After knowing the area that the students often make the errors in writing recount text, the teacher should pay more attention to the writing teaching and learning process and also stress on the material in which difficult for students. They may use a new method in teaching learning process.

2. To the students

Since there are still so many errors made by the students in writing of recount text, they should pay more attention to it. The students should learn harder and do exercises related to use grammar in writing recount text especially in using past present tense. It is also important for them to know their own errors because by knowing their own errors, they will not make similar errors.

3. To the other researcher

Since this study is far from being perfect, it is hoped that the other researcher can discuss and analyzed the students' errors deeply. Meanwhile, hopefully, this study will be able to be a kind of reference for them to make further studies in concerning error analysis with deeper analysis and shaper results.

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