AN ANALYSIS ON GRAMMATICAL ERRORS IN
STUDENTS’ RECOUNT TEXT WRITING

(A Case Study at the Second Grade Students of MAN 10 Jakarta)

By:
Evayani
108014000043

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2013
AN ANALYSIS ON GRAMMATICAL ERRORS IN STUDENTS’ RECOUNT TEXT WRITING

(A Case Study at the Second Grade Students of MAN 10 Jakarta)

By:
Evayani
108014000043

Approved by:

Advisor I
Drs. Nasifuddin Djalil, M. Ag
NIP.19560506 199003 1 002

Advisor II
Zaharil Anasy, M.Hum
NIP. 19761007 200710 1 002

DEPARTMENT OF ENGLISH EDUCATION DEPARTMENT
FACTORIES OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2013
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan dibawah ini,
Nama : Evayani
Tempat/Tanggal lahir : Jakarta, 7 Juni 1989
NIM : 108014000043
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Karyawan II rt 002/05 No. 46 Karang Tengah-Ciledug
Tangerang, 15157

MENYATAKAN DENGAN SESUNGGUHNYA

Bahwa skripsi yang berjudul An Analysis on Grammatical Errors in Students’ Recount Text Writing adalah benar hasil karya ilmiah saya sendiri di bawah bimbingan dosen:

1. Nama Pembimbing : Drs. Nasifuddin Djalil, M.Ag
   NIP : 19560506 199003 1 002
   Jurusan/Program Studi : Pendidikan Bahasa Inggris

2. Nama Pembimbing : Zaharil Anasy, M.Hum
   NIP : 19761007 200710 1 002
   Jurusan/Program Studi : Pendidikan Bahasa Inggris

Saya bertanggung jawab secara akademis atas semua yang saya tulis dalam skripsi ini serta siap menerima segala konsekuensi apabila terbukti bahwa skripsi ini bukan hasil karya saya sendiri.

Demikian surat pernyataan ini saya buat dengan sesungguhnya sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 26 September 2013

Mahasiswa Ybs.

[Signature]

NIM. 108014000025
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “An Analysis on Grammatical Errors in Students’ Recount Text Writing” (A Case Study at the Second Grade Students of MAN 10 Jakarta), written by Evayani, student’s registration number 108014000043, was examined by the committee on September 26th, 2013. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English language Education at the English Department.

Jakarta, September 26th, 2013

EXAMINATION COMMITTEE

CHAIRMAN : Drs. Svauki, M.Pd
NIP. 19641212 199103 1 002

SECRETARY : Zaharil Anasv, M.Hum
NIP. 19761007 200710 1 002

EXAMINER I : Ismaili Evivulawi, M.Hum
NIP. 19740723 200003 2 001

EXAMINER II : Teguh Khaerudin, MAppLing
NIP. 19811031 201101 1 1006

Acknowledged by:
Dean of Tarbiyah and Teachers’ Training

Dra. Nurlena, M.A., Ph.D
NIP. 19591020 198603 2 001
ABSTRACT

Evayani. 2013. An Analysis on Grammatical Errors in Students’ Recount Text Writing (A Case Study at the Second Grade Students of MAN 10 Jakarta), “Skripsi”, English Education Department, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Key Words : Analysis on Students’ Grammatical Errors, Recount Text, “MAN 10 Jakarta.”

The objectives of the study are to know the most common grammatical errors made by the second grade students of MAN 10 Jakarta in recount text writing, and to identify the causes of the errors. The sample of this research is 30 students. The method which is used in this research is descriptive analysis. Firstly, students were given essay test about recount text. Afterwards, the data were collected, identified, and then classified based on grammatical classification. The result of the study showed that verb tense is the most grammatical error made by the students. The numbers of errors of verb tense are 75 errors with the percentage of 22.2%. Then the second common error is capitalization with total errors 74 errors or 22%. The third error is 34 errors or 10% from word form, 30 errors or 8.9% from spelling, 27 errors or 8% from omit a word, 25 errors or 7.4% from word choice and add a word, 23 errors or 6.8% from singular-plural, 10 errors or 3% from word order, 8 errors or 2.3% from meaning not clear, and 7 errors or 2% from punctuation. However, there are no errors in article, incomplete sentence and run-on sentence. It can be concluded that most students of MAN 10 Jakarta got wrong in verb tense, capitalization and word form. The errors were suspected because they were still internalizing the new system of their new language and also the difference tenses, verb changing, and their logical thinking. It means that the most common errors made by the students derived from intralingual transfer.
ABSTRAK

Evayani. 2013. An Analysis on Grammatical Errors in Students’ Recount Text Writing (A Case Study at the Second Grade Students of MAN 10 Jakarta), Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Kata Kunci : Analisa Kesalahan Grammar Siswa, Teks Recount, MAN 10 Jakarta

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan gramatika yang paling banyak dibuat oleh siswa kelas dua MAN 10 Jakarta dalam tulisan teks recount dan untuk mengidentifikasi penyebab kesalahan-kesalahan itu. Sampel yang diambil dalam penelitian ini sebanyak 30 siswa. Metode yang digunakan dalam penelitian ini adalah metode analisa deskriptif. Pertama, Siswa diberikan tes menulis esai writing. Setelah itu, data diidentifikasi dan dikelompokkan berdasarkan klasifikasi kesalahan gramatika. Hasil penelitian menunjukkan bahwa verb tense adalah kesalahan yang paling banyak terjadi yang dibuat oleh siswa. Jumlah kesalahan yang terjadi adalah 75 dengan persentase 34%. Kesalahan kedua yang paling banyak adalah capitalization dengan total kesalahan 74 atau 22%. Kesalahan ketiga sebanyak 34 atau 10% dari word form, 30 atau 8.9% dari spelling, 27 atau 8% dari omit a word, 25 atau 7.4 dari word choice dan add a word, 23 atau 6.8% dari singular-plural, 10 atau 3% dari word order, 8 atau 2.3% dari meaning not clear, 7 atau 2% dari punctuation dan 0% dari article, incomplete sentence and run-on sentence. Kesalahan itu diduga karena siswa masih menyerap sistem bahasa baru mereka, perbedaan tenses, perubahan kata kerja dan juga logika berpikir mereka. Jadi dapat disimpulkan bahwa kesalahan paling banyak dilakukan oleh siswa disebabkan oleh intralingual transfer.
ACKNOWLEDGEMENT

“Bismillahirrahmanirrahim”

In the name of Allah, The Beneficent, The Merciful. All praises and thanks be to the only Allah, Lord of the universe, for the blessings, guidance, loves and helps, so that the writer could complete the last assignment in her study. Peace, blessing, and invocation be upon our beloved prophet, the perfect man, and the best leader in the world, Muhammad, his family, his companions, and his followers.

The Skripsi entitled “AN ANALYSIS ON GRAMMATICAL ERRORS IN STUDENTS’ RECOUNT TEXT WRITING (A Case Study at the Second Grade Students’ of MAN 10 Jakarta) is presented to Faculty of Tarbiyah and Teachers’ Training of Syarif Hidayatullah State Islamic University Jakarta, as a partial fulfillment of the requirement for the Degree of Strata 1 (S1).

In this opportunity, the writer would like to express her greatest gratitude to her beloved family; her parents Bapak Inan and Ibu Narsah, her brothers and sister who always pray for the writer and give their supports and moral encouragements in completing her study. She also would like to address her greatest honor to her advisor Drs. Nasifuddin Djalil, M.Ag and Zaharil Anasy, M.Hum, for their time, guidance, valuable helps, correction and suggestion during the finishing of this “Skripsi”. In addition, many thanks is given to Drs. Musahir, M.Pd, the Headmaster of MAN 10 Jakarta, who had given permission to the writer to do her research in the school, and all teachers and staffs who helped and supported the writer in completing this research.

The deepest appreciation is also given to these people:

1. Dra. Nurlena, MA. Ph.D, the Dean of Faculty of Tarbiyah and Teachers’ Training.
2. Drs. Syauki, M.Pd., the Head of English Education Department of Syarif Hidayatullah State Islamic University Jakarta.
3. Mr. Zaharil Anasy, M. Hum., the Secretary of English Education Department of Syarif Hidayatullah State Islamic University Jakarta.

4. All lecturers of English Education Department, who have given their worth knowledge, their motivations, and supports to the writer.

5. Her beloved friends; Inayatur Rohmaniyah, Robiatul Adawiyah, Alissa Fatma Bagusga, Rendy Ferdiyan, Mulyani, and Tia Rahmawati Haelani who have accompanied in conducting the research, collecting the data and also giving support, help and motivation to the writer in finishing her study.

6. And the last for all friends in B class for unforgettable moment, togetherness and everything.

The writer realizes that this *skripsi* is far from being perfect. Therefore, the writer expects any corrections, suggestions, and developing critics for this *skripsi* better as she realizes. In the end, the writer hopes that this research paper will be useful for all.

Jakarta, 13 September 2013

The writer
# TABLE OF CONTENTS

APPROVEMENT SHEET

DECLARATION SHEET

ENDORSEMENT SHEET ........................................... i

ABSTRACT ..................................................................... ii

ABSTRAK ..................................................................... iii

ACKNOWLEDGEMENT ..................................................... iv

TABLE OF CONTENTS .................................................... vi

LIST OF TABLES ................................................................. viii

LIST OF FIGURES ............................................................... ix

LIST OF APPENDICES ...................................................... x

**CHAPTER I** : INTRODUCTION

A. Background of the Study ........................................ 1
B. Identification of the Study ...................................... 4
C. Limitation of the Study ........................................... 4
D. Formulation of the Study ......................................... 4
E. Objective of the Study ............................................. 5
F. Significance of the Study ......................................... 5

**CHAPTER II** : THEORETICAL FRAMEWORK

A. Library Study ...................................................... 6
   1. Writing ................................................................. 6
   2. Definition of Writing ........................................... 6
   3. Types of Writing ............................................... 7
B. Grammar ............................................................... 12
   1. Definition of Grammar ...................................... 12
CHAPTER III  : RESEARCH METHODOLOGY

A. Place and Time of the Study .............................. 28
B. Method and Design of the Study ......................... 28
C. Data and Data Sources ..................................... 28
E. Research Instrument ........................................ 29
F. Technique of Data Collection ............................. 29
G. Technique of Data Analysis ............................... 29

CHAPTER IV  : RESEARCH FINDING

A. Description of Data ........................................... 30
B. Analysis of Data .............................................. 95
C. Interpretation of Data .......................................... 104

CHAPTER V  : CONCLUSION AND SUGGESTION

A. Conclusion ..................................................... 106
B. Suggestion ..................................................... 107

BIBLIOGRAPHY ...................................................... 108

APPENDICES ......................................................... 110
LIST OF TABLES

Table 4.1 The Recapitulation of Student’s Error .............................................. 30
Table 4.2 Recapitulation of Students’ Errors ...................................................... 95
Table 4.3 Types of Errors, Frequency, and the Percentage................................. 96
Table 4.4 The Recapitulation of Causes of Students’ Errors ......................... 98
Table 4.5 The Frequency of Causes of Errors................................................. 110
LIST OF FIGURES

Chart 4.1 The Recapitulation of Student’s Error.................................................98
Chart 4.2 Percentage of Causes of Errors ........................................................... 101
LIST OF APPENDICES

Appendix 1: The Students’ Works
Appendix 2: Instrument of the Test
Appendix 3: Surat Pengajuan Judul Skripsi
Appendix 4: Surat Pengesahan Proposal Skripsi
Appendix 5: Surat Bimbingan Skripsi
Appendix 6: Surat Permohonan Izin Penelitian
Appendix 7: Surat Keterangan Telah Melaksanakan Penelitian
CHAPTER I
INTRODUCTION

A. Background of the Study

In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills.¹ Senior High School students are targeted to reach informational level because in this level people enable to access knowledge and they prepare to continue their study in university. One of the scopes of English in Senior High School is the ability to comprehend and produce some short functional text, monologue and essay organized as procedure, descriptive, recount, narrative, etc. To comprehend and to produce text or writing, the students have to cover those competences above.

Unfortunately, students tend to acquire that writing is complicated skill to be learnt, because it requires hard thinking for the writing ideas and produces words, sentences, and paragraphs at the same time. Robert M Gorrel and Charlton Lird agree as they state that: “writing requires bringing many sorts of abilities together at once. It is continuing process, allowing for growth and revision and refining. At the same time it will be handling ideas and thinking of new ones, considering audience and tone, choosing words and building sentences and devising ways of putting them together. It likes someone thrown into the ocean to learn to swim (write while learning to write)”.²

Additionally, James C. Raymond states that, “In writing, however, it need other ways to signal the meaning; punctuation, attention to word order, even the use of blank space. These devices do not come naturally.”³ Therefore, the students

need to improve their writing skill and to practice a lot to make a readable and meaningful writing.

From James’ statement above, it could be comprehended that the mastery of structure and material is the key to succeed for students in writing. One of the components which are also very important in making writing is grammar. Consequently, it is difficult for students to develop their English proficiency. Based on the writer’s experience during *Praktek Profesi Keguruan Terpadu (PPKT)*, the writer found some facts that students have some difficulties in writing text even short functional text such as recount. In recount text the tenses used is simple past tense where in this tense students have to change the verb from infinitive (V1) into past participle (V2) in the affirmative sentence. Most of students made errors in changing the verb, especially in irregular verb. They knew that past tense is verb + ed so when they do not know the past form they only added with ed. For example: “I eated fried rice last night.” It should be “I ate fried rice last night”. In this sentence student made error in changed the past tense of eat. Some students also made errors in singular and plural form. They knew that in plural form students only put s after noun. Such as in this sentence “I have two foots”. It should be “I have two feet”. In this sentence student made error in forming the plural of foot.

From the examples above most of students still generalize the forms in using simple past tense and in plural form. It happened because of some factors. It could be the negatives transfer from their mother tongue. They applied Indonesian grammar rules in their writing.

It also could from students’ errors in internalizing their new system in the target language. They made wrong generalization in their sentences. The errors could be because of students’ partial learning when the learning process, whether it from students’ fatigue or carelessness or others. The last it also could be from the teacher who gives the wrong information, so the students also saved the wrong information and it continued until the next level of their class. Some aspects above make writing become complicated skill and students often make errors.
But in another hand errors are part of learning itself. Corder in Masachika supports the statement by stating “errors are evidence of the learner’s strategies of acquiring the language rather than the signs of inhibition of interference from native language habits”.4 According to him, “learners when learning a second language essentially can do errors. It can happen naturally because second language learners are actively engaged in figuring out the rules for the language they are learning.”

Based on the statements above, making error is acceptable. As John Norrish states, “it is natural for students as human being to make errors.” It means that learners’ errors provide evidence that the teacher must have strategies and do something to avoid students to make error again. The strategy that can prevent the student from making error is error analysis. By using error analysis, the teacher tried to identify, describe and explain the errors made by the students in the test. It could help the teachers to minimize the students’ error in their teaching and learning process. Realizing that error is inevitable in learning process, the teachers have to pay attention to their students’ error. It will help them to avoid their students for making the same error by analyzing the students’ error itself.

Because of some reasons above the writer is interested in analyzing the students’ errors in recount text writing. Recount is a text that retells events or experiences in the past and the purpose is to inform or entertain. Therefore, recount text will make the students easier to write because every student has experiences that they can tell and share in their writing.

Referring to the statements above, the writer is interested in conducting this research in order to analyze the grammatical errors in recount text writing. The main reason for choosing this topic is to know the most common errors made by students in Senior High School in recount text writing, especially in grammatical errors and also to know why the students did the errors. Therefore, she would like

---

5Ibid.
to conduct the research under the title “An Analysis on Grammatical Errors in Students’ Recount Text Writing at the Second Grade Students of MAN 10 Jakarta.”

B. Identification of the Problem

Referring to the background of study above, some problems are identified which could influence students’ error in writing recount text. They are:

1. Most of students in Senior High School cannot differentiate the verb changing and the tenses because of incomplete learning or students difficulties in comprehend the materials during the learning process.
2. The students tend to generalize the verb changing in using the simple past tense in writing recount text.
3. The students tend to apply Indonesian grammar rule in using the simple past in English in their writing recount text.

C. Limitation of the Study

To avoid the research becomes wider, the study is limited and focused on analyzing students’ grammatical errors in recount text writing. The grammatical errors were classified based on Azar’s grammatical, they are: 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. For the causes of errors the writer used Brown’s model to identify the causes of errors, they are: interlingual, intralingual, context of learning and communication strategies.

D. Formulation of the Study

Based on the limitation of the study above the study is formulated as follows:

1. “What is the most common error made by the second grade students of MAN 10 Jakarta?
2. Why do the students make the errors in writing recount text?”
E. Objective of the Study

The objective of the study is to find out the most common errors made by students at the second grade of MAN 10 Jakarta in English recount text writing and to know the causes of their errors in writing recount text.

F. Significance of the Study

For English teachers the result of this study is to help them in teaching learning activities and it is also gives solution for them how to analyze students’ errors in writing in order to give good feedback for the students. For the students, it is important for them to be more careful in writing because writing is not only put the ideas on paper but also have to pay attention more in grammatically, so that the students are able to write well. For the researcher, it can be something to be searched and to find the solution, strategy or method for the students in order to decrease the errors. And the last for school, it gives more information about the students’ background in their school why they did the errors then it can follow up this problem.
CHAPTER II
THEORETICAL FRAMEWORK

A. Library Study

1. Writing

Written language is one of the best medium of communication in education, because people can express their ideas or convey the messages that will be received accurately by the readers. But to make readable text, it is not easy, it also requires some particular aspects such as when they produce letters, word, phrases, clauses, sentence, then arrange them into good paragraph, people also need to think hard and to extend their knowledge to get good writing. To know more about writing this chapter will discuss the definition, types and process of writing.

a. Definition of Writing

Writing has many different meaning. According to James C. Raymond writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Writing is also a way of learning. None can write much of interest without first thinking, probing, observing, asking questions, experimenting and reading.\(^1\) It means that writing has important role as a medium of communication; it can be as a tool for clear thinking, solving problems, and shaping arguments.

Martin also stated “Writing is a process of discovery. Writers rarely begin with a complete understanding of their subject.”\(^2\) In writing, the students learn how to communicate when the other person is not around them, listening to the words they said and looking at the gesture and facial expressions.

Naomi Flynn and Rhona Staintorp stated “Writing is an example of human processing in action. It is highly complex task that requires the orchestration of a


number of different activities simultaneously and thereby places great demands on the cognitive system.\textsuperscript{3} It means that writing is an example of action process of human information. It is very complicated job which needs a set of activities at the same time and thus requires vast demands on system of cognitive.

From several definition of writing above, it looks that writing is very complicated physical skill which consists of activities such as recalling and thinking which need vast demands on people’s cognitive system at the same time. So people need so much energy and have to practice more and more.

b. Types of Writing

1) Recount

a) Definition of recount

According to Mark and Kathy Anderson “a recount is a piece of text that retells past events, usually in the order in which they happened.\textsuperscript{4} It means that recount has purpose to tell what happened in the past through a sequence of events. Examples of recount text include: eyewitness account, newspaper reports, letters, conversations, television interviews, and speeches.\textsuperscript{5}

Recount has three main sections. An orientation is the first paragraph which gives background information about who, what, where, and when. Orientation is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph which is not always necessary.

b) Features of Recount

(1) Constructing a written recount

The recount text type retells past events, usually in order in which they happened. The steps for constructing a written recount are:

(a) A first paragraph that gives background information about who, what, where and when (called an orientation).

\textsuperscript{3}Naomi Flynn and Rhona Stainthorp, \textit{The Learning and Teaching of Reading and Writing} (Chichester: Whurr Publishers Limited, 2006), p. 54

\textsuperscript{4}Andersen, Mark and Andersen, \textit{Text Types in English 1}, (Yara: Macmillan Education Australia PTY LTD, 1997), p. 48

\textsuperscript{5}Andersen, Mark and Andersen, \textit{Text Types in English 3}, (Yara: Macmillan Education Australia PTY LTD, 1997), p. 24
(b) A series of paragraphs that retell the events in the order in which they happened.

(c) A concluding paragraph (not always necessary).

(2) Language features in a recount

Furthermore, the language features of recount are:

(a) The use of nouns and pronouns (e.g. David, we, his);
(b) The use of action verbs (e.g. went, spent, played);
(c) The use of past tense (e.g. we went for a trip to the zoo);
(d) The use of time conjunctions (e.g. and, but, after, finally);
(e) The use of adverbs and adverb phrases (e.g. in my house, two days ago, slowly, cheerfully);
(f) Adjectives (beautiful, sunny).

c) Types of Recount

There are some types of recount text, they are: newspaper reports, television interviews, conversation, eyewitness accounts, speeches, letters.  

(1) Newspaper reports

Newspaper reports are often recounts. Here is the example.

**Forklift fatty improving**

Two months after being carried off his bedroom window on a forklift, Michael Hebranko returned to his New York home yesterday, 110 kilograms lighter and was able to use a front orientation door. Mr. Hebranko, 43, still required the help of seven paramedics to climb the four steps to the entrance of his house. After each step he had to rest to catch his breath. Since he was hospitalized two months ago, Hebranko has shed about 110 kilograms from his 350-kilogram body.

When asked how the near-fatal experience has changed him, Hebranko said, ‘I have set myself the goal of being able to walk around the block’. Mr. Hebranko once lost 300 kilograms and became a spokesperson for a diet company but soon after piled the weight back on. The heaviest man alive, as

---

*Ibid., p. 56*
listed in the Guinness Book of Records, is Albert Jackson of Canton, Mississippi, who weighs 404 kilograms.

2) Television interviews

An interview is a special type of conversation that can be a recount text. Often on current affairs shows or chat shows the guests are asked to recount part of their lives. The interviewer (person asking the questions) may prompt the interviewee (person being interviewed) to recount events. Here is the model of television interview.

**An interview with David Duchovny**

Interviewer: David, Can you tell us about your childhood?

Duchovny: I was born and raised in New York. There were three children in the family.

Interviewer: Did you always want to be an actor?

Duchovny: Not really. I want a scholarship to Princeton University and thought that I might become an academic.

Interviewer: What did you do after Princeton?

Duchovny: I then went to Yale University and studied English literature. I was awarded a master’s degree and was going to do more study.

Interviewer: So how did you get into acting?

Duchovny: At Yale I became interested in drama and performed in a number of plays. I dropped out of university and tried to get acting jobs.

Interviewer: What did your mother think of that?

Duchovny: She was horrified at first. My first paying job was a beer commercial.

Interviewer: What other roles did you have before ‘The X Files’?

Duchovny: I had parts in Chaplin, Beethoven, California and Twin Peaks.
Conversations

A conversation is a spoken text between two or more people. Conversations can have different purposes to explain, to describe or to argue. Some conversations can have the purpose of recounting events. Examples of recount conversations are:

(a) Talking with one’s family about what he did at school today.
(b) Telling a friend who missed last night’s episode of television series.
(c) Telling a friend about what someone did during holiday.

Conversations are written with special punctuation marks to show the words that were spoken by the participants. When the actual words are written, this is called **direct speech**. The actual words are written inside quotation marks. Originally, the quotation marks used at the start of the direct speech were and the end of the speech was shown by. Today, because of the influence of word processors, direct speech is usually shown between single quotation (‘). Here is a model of direct speech:

‘Here is an orange,’ said Pat.
She said, ‘Thank you, but I like apples better than oranges.’
‘Ok then,’ said Pat, ‘I will get you an apple.’

It is to be noted where the commas (,) and full stops (.) are used.

Eyewitness accounts

An eyewitness accounts is one example of a recount. The eyewitness may be called on to give details about an event such as car accident, an explosion or a fight. The audience may be a police officer, readers of a newspaper or viewers of TV news report. The purpose of the account is to provide details about the event in the order in which they occurred.

Here is an example of an eyewitness account of a robbery:

I was walking along Main Street about 10 a.m. when I saw this blue car stop outside the bank. Next thing I saw this man with a mask on. He jumped out of the car and ran into the bank. I then walked up to the door of the bank and looked in. By this time the robber had everyone in the bank everyone in the bank lying on
the floor. At this point I hurried to the telephone box in Park Road and called the police.

(5) Speeches

A speech is a spoken text that can have a variety of purposes. A recount speech would be one where the speaker tells the audience about a past happening. The speaker would recount the events in the order in which they took place. Here is an example of a recount speech:

Ladies and gentlemen,

Thank you for presenting me with the award for best special effect at this year’s Golden Goose Awards.

When I began in movies back in the early 1950s we had none of the technology that you have today. In my first movie, The Lizard That Ate Mexico, I had to wear a black rubber suit to play the lizard. A magnifying glass was placed in front of the camera to make the lizard look larger. After two hours in the rubber suit, under the studio lights, I was cooked.

(6) Letters

Letters can be written for all sorts of reasons. Some letters can be recount text types because the writer retells events to the reader. These letters can be posted or faxed. More and more people are now using e-mail (electronic mail) to send their recounts. Here is an example of an e-mail letter that includes a recount:

To : Lockie@text.com.au
From : tim@school.edu.au
Subject : My holiday in hell

This holiday is nightmare. Last night I couldn’t sleep because of the heat. When it finally began to cool down around 11.30 p.m. the mosquitoes started to come out. Next the wind came up and made the windows shake loudly. At this point I got my sleeping bag and went out to the car. I work up this morning with a sore neck.

Next time I’m going to pay the extra and stay in decent place.
1. Grammar

Definition of Grammar

Penny Ur notes that “Grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning.” 7 Besides, Scott Thornburry “Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence formed rules that govern how a language's sentences are formed.” 8

In other word, grammar is a structure in linguistics that has functions to organize the sentence well.

2. Error Analysis

a. Definition of Error

According to Corder error is a part of the systematic study of the learners’ language which is itself necessary to an understanding of the process of second language acquisition. 9 Moreover, Dulay, Burt and Krashen define errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. 10

On the other hand, Brown states “An error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.” 11 It means that an error is something that can be seen; it shows the learner’s ability.

---

John Norrish has a broader definition than Brown. He states, to call systematic deviation, when a learner has not learnt something and consistently ‘gets it wrong’, it is an error. Norrish considers an error as a something which comes up because the learners do not comprehend something and always use the wrong one.\(^\text{12}\)

Concluding about the definitions above, it could be said error is something happen when the students unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

**b. Definition of Mistake**

According to Brown mistake is a failure to utilize a known system, it refers to a performance error that is either a random guess or a “slip”.\(^\text{13}\) Slip is caused by processing problems or carelessness. The learner could auto-correct them ‘if pointed out’ and ‘if given a chance’.

Meanwhile, Fisiak defines that mistakes are deviations due to performance factors such as memory limitations (e.g mistakes in the sequence of tenses and agreement in long sentences), spelling, pronunciations, fatigue, emotional strain, etc.\(^\text{14}\)

In conclusion, mistake is getting it wrong but knowing how to put it right. The students know their errors when the teacher asks them.

**c. Definition of Error Analysis**

There are some definitions that is suggested by some experts. According to James, error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.\(^\text{15}\)

---


\(^{13}\)H. D. Brown, *op.cit.*, p. 165.


Moreover, Corder states error analysis is part of methodology of investigating the language learning process in order to find out the nature of these psychological processes.\textsuperscript{16} Another concept of error analysis is given by Brown; He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.\textsuperscript{17}

From all the statements above, the writer summarizes that error analysis is the process of analyzing and investigating students’ deviations of the language learning process in the second language.

d. Differences between Error and Mistake

It is necessary to make distinction between an error and a mistake. H. Douglas Brown explains that; a mistake refers to performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. While error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner and an error that reveals a portion of the learner’s competence in the target language.\textsuperscript{18}

Meanwhile, Corder made a distinction between a mistake and error. Whereas a mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected, an error is systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence.\textsuperscript{19}

In the other hand, Hubbard et.al say, “Error is caused by the lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes are caused by temporary lapses of memory, confusion, slip of the

\textsuperscript{16} S. P. Corder, op.cit., p. 45
\textsuperscript{17} Brown, \textit{op. cit.}, 2007, p. 166.
\textsuperscript{18} \textit{Ibid.}, p. 257
tongue and so on.” Based on the statements above, error can appear due to the insufficient knowledge or the inappropriate rule about the language being learned; while mistake happens because of the learner forget about the rule or their carelessness when do the work.

According to understanding above, it can be distinguished between mistakes and errors. Mistakes happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called, whereas, error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

There are two ways to distinguish between an error and a mistake. The first one is to check the consistency of learner’s performance. 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 then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

e. Types of Error

According to Dulay in the book Language two, he classifies error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1) Error based on linguistic category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style).

---

21Vecide Erdogan, Contribution of Error Analysis to Foreign Language Teaching, (Mersin University, 2005) p. 263
22HeidyDulayet.al, op.cit., pp.146-189
Constituents include the elements that comprise each language components. For example:

- Morphology: a ant
- Syntax: He no write

While in constituents, it includes the elements that comprise each language components. For example within syntax, one may ask whether the error is the main or subordinate clause, which constituent is affected.23

2) Error based on surface strategy taxonomy

This type of error has four subtypes. They are:

a) Omission

It is an error which happens because a learner does not put the needed morphemes in his/her sentence. The morphemes which disappear are from the content morpheme and grammatical morpheme. For example in the sentence:

Content morpheme: (Rahmat) is a (teacher)
Grammatical morpheme: Rahmat (is) (a) teacher

b) Addition

This type of error is contradictory to the previous one. The character of the error is known by the presence of an item, which must not appear in a well-formed utterance. This error usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three types of addition errors have been observed in the speech of both L1 and L2: double markings, regularizations, and simple addition. Here is the example of error in double marking

(1) Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

Example: He doesn’t knows my name

---

23 Ibid. pp. 147-148.
(2) Regularization or overgeneralization

It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language.

Example: the verb “eat” does not become “eated” but “ate”.

(3) Simple addition

Errors are ‘grab bag’ subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition other than those not appear in a well-formed utterance.

Example: “grab bag”

c) Misinformation

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

(1) Regularization errors

It is characterized which learner fail to choose or to select a proper word form.

Example: Singular-plural: gooses (geese)

(2) Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class.

Example: that dogs (those dogs)

(3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other.

Example: Those dog (those dogs)

This cats (this cat)
d) Misordering
   The incorrect placement of a morpheme or a group of morpheme in an
   utterance is the character of this error, e.g. “What Daddy is doing?”

3) Error based on comparative taxonomy
   The classification is made based on the comparisons between the structure of
   L2 errors and certain others types of construction. To this classification of error,
   there are four types of error.
   a). Development error is error similar to those made by children learning the
      target language as their first language, e.g. “Mary eat the pineapple”.
   b). Interlingual error
      Interlingual error is an error similar in structure to a semantically equivalent
      phrase or sentence in learner’s native language.
   c). Ambiguous error
      Ambiguous error is error that reflects the learner’s native language structure.
      This error could be classified equally as development or interlingual error,
      e.g. “I no go to school”.
   d). other error
      Other error is error that is caused by the learner’s native language since the
      learner used it on their second language form, e.g. “She do hungry”.

4) Error based on communicative effect taxonomy
   Instead of focusing on aspect of the errors themselves, the communicative
   effect taxonomy concerned with the error from the perspective of their effect on
   the listener or reader. The focuses are on distinguishing errors that seem to cause
   miscommunication from those that do not. Error based on communicative effect
   taxonomy is divided into two parts.
   a) Global error
      Global error hinders communication; it prevents the learners from
      comprehending some aspect of messages. For instance, “we amused that
      movie very much”.

b) Local error

Local error itself does not interfere with understanding of an utterance, usually because there is only minor violation of one segment of a sentence. “I angry” will be local error since the meaning is apparent.\textsuperscript{24}

Meanwhile, Betty Schrampfer Azar prints out several types of writing errors. They are as follows:

1) Singular-Plural
Example: He have been here for six month (incorrect)

\hspace{1cm} He has been here for six months (correct)

2) Word Form
Example: I saw a beauty picture (incorrect)

\hspace{1cm} I saw a beautiful picture (correct)

3) Word Choice
Example: She got on the taxi (incorrect)

\hspace{1cm} She got into the taxi (correct)

4) Verb Tense
Example: He is here since June (incorrect)

\hspace{1cm} He has been here since June (correct)

5) Add a Word
Example: I want _ go to the zoo (incorrect)

\hspace{1cm} I want to go to the zoo (correct)

6) Omit a Word
Example: She entered to the university (incorrect)

\hspace{1cm} She entered the university (correct)

7) Word Order
Example: I saw five times that movie (incorrect)

\hspace{1cm} I saw that movie five times (correct)

8) Incomplete Sentences
Example: I went to bed. Because I was tired. (incorrect)

\hspace{1cm} I went to bed because I was tired. (correct)

\textsuperscript{24}Ibid., p.147.
9) Spelling
Example: An accident occurred (incorrect)
   An accident occurred (correct)

10) Punctuation
Example: What did he say. (incorrect)
   What did he say? (correct)

11) Capitalization
Example: I am studying English (incorrect)
   I am studying English (correct)

12) Article
Example: I had a accident (incorrect)
   I had an accident (correct)

13) Meaning Not Clear
Example: He borrowed some smoke (the meaning is not clear)

14) Run-on sentence
Example: My roommate was sleeping, we didn’t want to wake her up   (incorrect)
   My roommate was sleeping. We didn’t want to wake her up (correct).\(^\text{25}\)

f. Source of Error

According to Brown there are four sources of errors, they are:
a. Interlingual Transfer
   Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.
   
   For example:
   We heard English learners say “sheep” for “ship”

b. Intralingual Transfer
   Intralingual transfer or intralingual interference-the negative transfer of items within the target language or put another way, the incorrect

generalization of rules within the target language—is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfer—generalization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as “he goed”.

c. Context of Learning

Context refers to the classroom with its teacher and its material in the case of school learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading from the teacher, faulty presentation of a structure or word in textbook.

d. Communication of Strategies

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. On the other hand, Ellis mentions three sources of error which are known by error of omission, overgeneralization error and transfer error.26

1) Error of Omission. For example, learners leave out the article ‘a’ and ‘the’ and leave the –s of plural nouns.

2) Overgeneralization Error. Learners overgeneralize forms that they find easy to learn and process. (The learner processes new language data in his mind and procedures rules for its production, based on the evidence). For example, the use of ‘eated’ in place of ‘ate’.

3) Transfer Error; reflect learners‘ attempts to make use of their L1 knowledge.27

While Hubbard proposed slightly different names; a. mother-tongue interference

26 Brown, op. cit., 2007, p. 266
27 Ibid., pp. 223-226.
Although young children appear to be able to learn a foreign language quite easily and to reproduce new sound very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this lead to “foreign” pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary.

b. Overgeneralization

The mentalist theory claims that errors are inevitably because they reflect various stages in the language development of the learner. It claims that the learner process new language data in his mind and produces rules for its production, based on the evidence only partial, such us rules may produce incorrect pattern.

c. Errors encouraged by teaching material or method

The teaching material or method can also contribute to the student’s errors. Unfortunately, these errors are much more difficult to classify, as Pit Corder admits this: “… it is, however, not easy to identify such errors except in conjunction with a close of the materials and teaching technique to which the learner has been exposed. This is probably why so little is known about them.”

The writer summarizes what some experts have explained above. As a whole, there are three main sources of errors. First, error happens because the influence of the student’s mother language that is called interlingual. Second, error happens because the target language itself that is called intralingual. Third, error happens because the influence of the process in teaching and learning when the teachers explain the language.

g. Procedure of Error Analysis

According to Corder in Ellis’ book the procedure for analyzing learner errors includes the following steps: 29

1. Collecting a sample of learner language. It provides the data for the EA (Error Analysis). The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

2. Identification of errors. It involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic procedure is as follows:
   a. Prepare a reconstruction of the sample as this would have been produced by the learner’s native speaker counterpart.
   b. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well-formed. Those utterances/sentences remaining contain errors.
   c. Identify which parts of each learner utterance/sentence differs from the reconstructed version.

3. Description of errors. It is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance.

4. Explanation of errors. Accounting for why how an error was made is the important step in trying to understand the processes of SLA (Second Language Acquisition).

5. Error evaluation. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction. The following steps for evaluation study are: a. Select the errors to be evaluated. b. Decide the criterion on which the errors are to be judged. c. Prepare the error evaluation instrument. d. Choose the judges.

---

According to Corder's opinion above, the steps of doing error analysis are collecting the data from the students’ work, the next is identifying where the error is, then describing the error based on their classification, after that explaining error by taking possibility of why and how it happen, and the last is evaluating it.

In addition, Gass and Selingker state that the biggest objection of working in error analysis is to carry out within the context of classroom. Therefore, there are a number of steps taken to conduct error analysis, they are: (a) Data need to be collected. Although this typically done with written data, oral data can also serve as a base, (b) Identify error. What is the error (e.g. incorrect sequence of tenses, verb form error, spelling error)? (c) Classifying errors. Is it an error in agreement occurs? Or is it an error in irregular verbs? (d) Quantity of errors. How many errors of agreement occur? How many irregular verb forms of errors occur? (e) Analysis of source, where are the possible sources of students’ error? Is it come from mother interference, interlingual, intralingual, or context of learning? (f) Remediation; based on the kind and frequency of an error type.30

h. Identifying errors

Brown provides a good model for identifying erroneous or idiosyncratic utterances in a second language. This model is presented below.31

![Diagram of error identification model]

According to this model, any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made at the

---

outset between overt and covert errors. Overtly erroneous utterances are those that are unquestionably ungrammatical and covertly erroneous utterances are grammatically well formed but not interpretable within the normal context of communication. The model indicates that in both cases if a plausible interpretation can be made of the sentence than one should form of reconstruction of the sentence in the target language, compare the reconstruction with the original idiosyncratic sentence, and the describe the difference. If the native language of the learner is known the model indicates using translation as a possible indicator of native language interference as the source of error. In some cases, of course, no plausible interpretation is possible at all, and the researcher is left with no analysis of the error.

2. Thinking Framework

Error analysis is the process to analyze and investigate students learning process to know the errors that students made. In the learning process students often made the errors. The students made the errors because they interfered by their mother tongue so they used the rules in their target language.

Most of students made some errors in grammatical such as verb tense, singular-plural, article, etc. The students over generalize the rules from their first language to the target language such as in changing the verb. In addition, the language system between Bahasa Indonesia and English in using past tense is different. These differences make some students apply Indonesian grammar rule in writing. From several kinds of text recount, it is one of the texts which have more possibilities on creating errors. It is because in recount text the tense used is past tense which is there are some verbs changing. Mostly it becomes an obstacle in writing recount text. Verb tense, singular-plural, capitalization, spelling, word order are some commonest errors that students made in writing recount text.
3. Relevant Previous Study

There are some studies related with an analysis on students’ grammatical errors in recount text writing, they are:

**Nurhikmah** (104014000377). An Analysis on Grammatical errors in Students’ Recount Paragraph Writing (A Case Study at the Second Year of MTs N 8 Jakarta Barat).

**Nita Sugiarti** (107014000033). An Analysis on Students’ Grammatical Errors in Writing Recount Text (A Case Study at First Year Students at SMA Negeri 3 Kota Tangerang Selatan)

In first researcher, she limited the study such as in (verb tense, diction, word form, usage, sentence pattern, pronoun, spelling, and punctuation). But in the second researcher she used Betty Schrampfer Azar’s classification: (singular-plural, word form, word choice, verb tense, add/omit a word, word order, spelling, punctuation, capitalization, article).

The first researcher conducted her research at MTS N 8 Jakarta Barat from 10\textsuperscript{th}-30\textsuperscript{th} of November 2010 and she used descriptive qualitative method. The second researcher she conducted her research at SMA Negeri 3 Tangerang Selatan from January 2\textsuperscript{nd}-20\textsuperscript{th} 2012 and used the same method with the first researcher.

The sample of first researcher consisted of 34 students but only 30 students who did the test because 3 students were sick and 1 student was absent. Meanwhile, the population of second researcher was the first year students at SMA Negeri 3; there are 231 students divided into 7 classes. The sample she used purposive sampling that is comprised of individuals whom the researcher believes would be representative of those found in a given population. The sample of this research was class X6 (33 students) but the writer only took 30 students because 3 students were absent.

And the result of first researcher the commonest errors of grammatical aspects that the second grade students of MTS N 8 do in writing recount paragraph is usage with the total errors of 168 errors or 42.32%. The second is tenses (verb tense) with the total errors of 99 errors or 24.94%. The third error is
sentence pattern with the total errors of 61 or 15.36%. For the second researcher the result she concluded the most grammatical errors made by the first year students of SMA Negeri 3 Kota Tangerang Selatan in writing recount text is verb tense (152 errors). The second is add/omit a word (70 errors) and the third is punctuation (65 errors).
CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

The research was conducted at MAN 10 Jakarta, at the second grade students. The school is located at Jl. Joglo Baru No.77 Joglo, West Jakarta 11640. The research was conducted in Monday and Tuesday, on October 22nd, 2012 – January 7th, 2013.

B. Method and Design of the Study

In this research, the writer used descriptive analytical research. Descriptive analysis is a method in which the researcher collects the data needed, and then analyze the data. Hence, the writer did some procedures. The students were given essay test, the essay is about recount text. They had to write based on their experiences. Then the writer analyzed students’ test through classifying the errors based on Betty Schrampfer Azar’ classification; 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, and run-on sentence. For causes of errors the data was analyzed based on Brown’s book to find the causes of errors; Interlingual, intralingual, context of learning and communication strategies. Then the data was interpreted and concluded.

C. Data and Data Sources

There are three classes of the second grade students of MAN 10 Jakarta; the science class (IPA), the social class (IPS) and religion class (jurusan agama). All of them are as the total number of population in this research that is about 83 students. The writer took only 30 students (the total number students of the second grade in science class) as the sample of this research.
D. Research Instrument

The writer used an essay test as the instrument of her research. In the test the students asked to write a recount text based on their experiences. Then their recount text writing observed and analyzed based on Betty Schrampfer Azar’s classification for the types of errors; 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, and run-on sentence. And for the causes of errors the writer used Brown’s book, they are intralingual transfer, interlingual transfer, context of learning, and communication strategies.

E. Technique of Data Collection

The first, the writer prepared the instrument of the test. Second, the writer asked permission to the headmaster of MAN 10 Jakarta to do the research. Next, she gave the test to the students, but before the students wrote the test, the writer gave the explanation and instruction first to the students how to do the test. After that, the data is collected. After the data has collected, the writer identified students’ writing based on Azar’s grammatical errors classification to find the most common errors and Brown’s book to find the causes of errors. The last after got the result the data is interpreted.

F. Technique of Data Analysis

After collecting the data from the test, the students’ writing is analyzed by focusing on their grammatical errors. The techniques of data analysis used in this research are descriptive analysis and quantitative technique which allows the writer to describe some students’ errors and to use numerical data in this research.
CHAPTER IV

RESEARCH FINDING AND INTERPRETATION

A. Description of Data

As previously stated above, this “Skripsi” is focused on recount text writing errors made by the second grade students of MAN 10 Jakarta. Many errors in students’ recount text writing are found, then the classification of students’ errors on grammatical aspect are made. She only focuses on grammatical errors based on Betty Schrampfer Azar’s classification, those are 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, and run-on sentence.

Each student’s error of writing is analyzed in their every sentence even in word; each table is divided into three columns: first column consists of students’ original writing, second column consists of the classification of students’ errors, and third column consists of the correction of students’ writing. And the last column consists of the causes of students’ errors. The following table is the recapitulation of students’ error in writing recount text.

Table 4.1

The Recapitulation of the Students’ Error

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday to Anyer</td>
<td>1. Capitalization</td>
<td>Holiday to Anyer</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>Beach</td>
<td>2. Word choice</td>
<td>Beach</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>One day <strong>when</strong></td>
<td>3. Word choice</td>
<td>One day <strong>when</strong></td>
<td>3. Intralingual</td>
</tr>
</tbody>
</table>

Student 1 (AF)
<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>i (1) and my family went on (2) vacation on to the beach. That (3) was a daylight and the sun was really so hot in the car, (4) i (5) and (6) my brothers and sister really was (6) felt (7) thirsty. Meanwhile the outside was jammed. I gave up and finally i (8) felt (9) asleep in the car seat. It didn’t feel we have arrived at the beach. I felt so happy, (10) and then we went to changed (11) our clothes in Toilet (12) near the</td>
<td>4. Punctuation 5. Capitalization 6. Verb tense 7. Omit a word 8. Capitalization 9. Omit a word 10. Verb tense 11. Verb tense 12. Capitalization 13. Capitalization</td>
<td>and my family went to vacation on to the beach. It was a daylight and the sun was really so hot in the car. I, my brothers and sister were really thirsty. Meanwhile the outside was jammed. I gave up and finally I sleep in the car seat. It didn’t feel we have arrived at the beach. I was so happy, and then we went to change our clothes in toilet near the beach. And then, we swam together and had fun in there together too.</td>
<td>4. Interlingual 5. Interlingual 6. Intralingual 7. Interlingual 8. Interlingual 9. Interlingual 10. Intralingual 11. Intralingual 12. Interlingual 13. Interlingual</td>
</tr>
</tbody>
</table>
### Students’ writing

<table>
<thead>
<tr>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach. And then, we swam together and had fun in there together too.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student 2 (AR)

<table>
<thead>
<tr>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spelling</td>
<td>Going to Monas</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td>2. Meaning not clear</td>
<td>My family and I took a vacation in Monas last holiday.</td>
<td>2. Communication strategies</td>
</tr>
<tr>
<td>3. Verb tense</td>
<td>We went there by a car. We left home when people pray Jum’at and we arrived there at 02.30 p.m. after that, we took a rest in Istiqlal Mosque while we waited for Ashar prayer. After we prayed Ashar, we reached to Monas.</td>
<td>3. Intralingual</td>
</tr>
<tr>
<td>4. Verb tense</td>
<td>After we arrived in Monas, we</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td>5. Word order</td>
<td></td>
<td>5. Interlingual</td>
</tr>
<tr>
<td>6. Spelling</td>
<td></td>
<td>6. Intralingual</td>
</tr>
<tr>
<td>7. Singular-plural</td>
<td></td>
<td>7. Intralingual</td>
</tr>
<tr>
<td>8. Omit a word</td>
<td></td>
<td>8. Interlingual</td>
</tr>
<tr>
<td>Students’ writing</td>
<td>Types of error</td>
<td>Reconstruction</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>&quot;directld(6) had lunch. After that, we wanted to go up to Monas. but the tickets counter is(7) closed.(8) So that’s why, we really disappointed(9) because we could not go up to Monas. And then, we were in a hurry to go home. We were so tired and disappointed because we could not go up to Monas, but we were very glad.</td>
<td></td>
<td>in Monas, we directly had lunch. After that, we wanted to go up to Monas. But the ticket counter closed. So that’s why, we were really disappointed because we could not go up to Monas. And then, we were in a hurry to go home. We were so tired and disappointed because we could not go up to Monas, but we were very glad.</td>
</tr>
</tbody>
</table>

Student 3(AKC)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Holiday On my last</td>
<td>1. Word form 2. Word form</td>
<td>Last Holiday On my last</td>
<td>1. Intralingual 2. Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>holiday, <strong>me</strong> and my family went to Japan for visited my grandmother.</td>
<td>3. Capitalization</td>
<td>holiday, I and my family went to Japan for visited my grandmother.</td>
<td>3. Interlingual</td>
</tr>
<tr>
<td>I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 <strong>am</strong> and came to Japan at 13.00 pm. <strong>Arrived</strong> at Japan I and my <strong>Family</strong> Found <strong>restaurant</strong>.</td>
<td>4. Capitalization</td>
<td>I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 <strong>am</strong> and came to Japan at 13.00 pm. <strong>I Arrived</strong> at Japan I and my family found restaurant.</td>
<td>4. Interlingual</td>
</tr>
<tr>
<td>After ate, suddenly I saw UFO and felt so by Alien <strong>Language</strong>. Finally I was invited with Alien to went <strong>he's</strong> to <strong>he's home</strong>.</td>
<td>5. Capitalization</td>
<td>After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to <strong>his home</strong>.</td>
<td>5. Interlingual</td>
</tr>
<tr>
<td></td>
<td>6. Add a word</td>
<td></td>
<td>6. Interlingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td>7. Interlingual</td>
</tr>
<tr>
<td></td>
<td>8. Capitalization</td>
<td></td>
<td>8. Interlingual</td>
</tr>
<tr>
<td></td>
<td>10. Omit a word</td>
<td></td>
<td>10. Interlingual</td>
</tr>
<tr>
<td></td>
<td>11. Word choice</td>
<td></td>
<td>11. Intralingual</td>
</tr>
</tbody>
</table>
**Student 4 (AM)**

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went to Zoo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last month, I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Family(1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>went to zoo. Over</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>there I was</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat(2)some food.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) After we</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eaten(4)we</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was arounded(5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the zoo. So</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>many animal’s(6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>there. There was</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took(7) picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with snake’s(8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and animal’s etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And I was took</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>picture with my</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sister and brother’s,(9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And than (10) I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bought doll. And</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>my mother bought</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toy’s(11)For</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(12) brother’s. (13) I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>went to home at 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o’clock. We prayed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at mosque near there.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was very happy,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Capitalization
2. Verb tense
3. Singular-plural
4. Verb tense
5. Word choice
6. Singular-plural
7. Omit a word
8. Singular-plural
9. Singular-plural
10. Spelling
11. Singular-plural
12. Capitalization
13. Singular-plural
14. Capitalization

Went to Zoo
Last month, I and family went to zoo. Over there I ate some foods. After we ate we walk around the zoo. So many animals there. There I took picture with snakes and animals etc. And I was took picture with my sister and brothers. And then I bought doll. And my mother bought toys for brothers. I went to home at 6 o’clock. We prayed at mosque near there. I was very happy, because I went to zoo with family.

1. Interlingual
2. Intralingual
3. Intralingual
4. Intralingual
5. Intralingual
6. Intralingual
7. Intralingual
8. Intralingual
9. Intralingual
10. Intralingual
11. Intralingual
12. Intralingual
13. Intralingual
14. Interlingual
because I went to zoo with Family. (14)

Student 5 (ARAH)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>My birthday(1)</td>
<td>1. Capitalization</td>
<td>My Birthday</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>Last two day.</td>
<td>2. Singular-plural</td>
<td>Last two days.</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>my birthday</td>
<td>3. Word choice</td>
<td>my birthday was</td>
<td>3. Intralingual</td>
</tr>
<tr>
<td>to(3) 16 years</td>
<td>4. Verb tense</td>
<td>16 years old. I</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td>old. I</td>
<td>5. Meaning not</td>
<td>happy because</td>
<td>5. Communication</td>
</tr>
<tr>
<td>happy(4) because</td>
<td>6. Word choice</td>
<td>many people</td>
<td>strategies</td>
</tr>
<tr>
<td>very said to</td>
<td>7. Verb tense</td>
<td>said to</td>
<td></td>
</tr>
<tr>
<td>congratulation to</td>
<td>8. Meaning not</td>
<td>me and then</td>
<td></td>
</tr>
<tr>
<td>me(5) and then me</td>
<td>9. Capitalization</td>
<td>I and my</td>
<td></td>
</tr>
<tr>
<td>and (6) my</td>
<td>10. Spelling</td>
<td>boyfriend were</td>
<td></td>
</tr>
<tr>
<td>boyfriend</td>
<td>11. Omit a word</td>
<td>eating together</td>
<td></td>
</tr>
<tr>
<td>eating(7) together</td>
<td>12. Verb tense</td>
<td>in a pizza hut,</td>
<td></td>
</tr>
<tr>
<td>in a pizza hut,</td>
<td>13. Meaning not</td>
<td>there is food</td>
<td></td>
</tr>
<tr>
<td>there is eat till</td>
<td>1. Intralingual</td>
<td>make we felt</td>
<td></td>
</tr>
<tr>
<td>we feel so fulled.</td>
<td>2. Intralingual</td>
<td>so full.</td>
<td></td>
</tr>
<tr>
<td>(8) And(9) than</td>
<td>3. Intralingual</td>
<td>And then</td>
<td></td>
</tr>
<tr>
<td>(10) yesterday I</td>
<td>4. Intralingual</td>
<td>yesterday I</td>
<td></td>
</tr>
<tr>
<td>very(11) very</td>
<td>5. Communication</td>
<td>was very happy</td>
<td></td>
</tr>
<tr>
<td>happy(12) because</td>
<td>6. Intralingual</td>
<td>because I was</td>
<td></td>
</tr>
<tr>
<td>I give surprice</td>
<td>7. Intralingual</td>
<td>given surprise</td>
<td></td>
</tr>
<tr>
<td>ring very the</td>
<td>8. Communication</td>
<td>beautiful ring</td>
<td></td>
</tr>
<tr>
<td>good from my</td>
<td>9. Interlingual</td>
<td>by my boy Friend.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Intralingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Interlingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Intralingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student 6 (AHA)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Holiday</td>
<td>1. Word choice</td>
<td>My Holiday</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td>At holiday (1) ago.</td>
<td>2. Word choice</td>
<td>On holiday ago.</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>I didn’t go anywhere at holiday. (2) I just at home. (3) Actually my plan was going to go (4) a tour place, but I didn’t go because I was sick. I was stricken sign of typhus. At home I just ate, watched television, slept, played laptop, prayed, took a bath etc. It’s no special but sometimes I went to market to helped my mother to sold the clothes. One day my friend invited me for cooking but failed. But at weekend holiday I my</td>
<td>3. Intralingual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Add a word</td>
<td>didn’t go anywhere on holiday. I just stayed at home. Actually my plan was going to go to a tour place, but I didn’t go because I was sick. I was stricken sign of typhus. At home I just ate, watched television, slept, played laptop, prayed, took a bath etc. It’s no special but sometimes I went to market to helped my mother to sold the clothes. One day my friend invited me for cooking but failed. But at weekend holiday I my</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Add a word</td>
<td></td>
<td>5. Intralingual</td>
</tr>
<tr>
<td></td>
<td>5. Spelling</td>
<td></td>
<td>6. Intralingual</td>
</tr>
<tr>
<td></td>
<td>6. Capitalization</td>
<td></td>
<td>7. Intralingual</td>
</tr>
<tr>
<td></td>
<td>7. Word form</td>
<td></td>
<td>8. Intralingual</td>
</tr>
<tr>
<td></td>
<td>8. Word form</td>
<td></td>
<td>9. Intralingual</td>
</tr>
<tr>
<td></td>
<td>9. Word form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
invited me for cooked (7) but failed. But at weekend holiday me(8) my younger sister, my cousin went to a mall for watched (8) film at cinema.

Student 7 (BGA)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beautiful city</td>
<td>1. Omit a word</td>
<td>Beautiful city</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td></td>
<td>2. Capitalization</td>
<td>Last month</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td></td>
<td>3. Spelling</td>
<td></td>
<td>3. Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Verb tense</td>
<td>when I went to</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td></td>
<td>5. Verb tense</td>
<td>Jogja for travelled</td>
<td>5. Intralingual</td>
</tr>
<tr>
<td></td>
<td>6. Add a word</td>
<td>in there. I left</td>
<td>6. Intralingual</td>
</tr>
<tr>
<td></td>
<td>7. Omit a word</td>
<td>from Jakarta at</td>
<td>7. Intralingual</td>
</tr>
<tr>
<td></td>
<td>8. Word choice</td>
<td>eight o’clock by</td>
<td>8. Intralingual</td>
</tr>
<tr>
<td></td>
<td>9. Add a word</td>
<td>car. I was happy</td>
<td>9. Interlingual</td>
</tr>
<tr>
<td></td>
<td>10. Capitalization</td>
<td>to go to Jogja with</td>
<td>10. Interlingual</td>
</tr>
<tr>
<td></td>
<td>12. Verb tense</td>
<td>I saw landscape,</td>
<td>12. Intralingual</td>
</tr>
<tr>
<td></td>
<td>13. Add a word</td>
<td>paddy field, and</td>
<td>13. Interlingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>arrived at Jogja at</td>
<td>strategies</td>
</tr>
</tbody>
</table>
at Jogja at six o’clock in there. I very enjoyed beautiful of the city. (7) I went around Jogja, saw tugu Jogja alun-alun, malioboro for bought cloth Jogja. (8) And saw tample Borobudur and prambanan. (10)

Next day after I took a bath and ate. I went to go Parangtritis beach. And one again, I saw landscape very beautiful, (11) I and my father were fishing. (12) After I got fish, baked it. (13) And I ate with my family. Went to Jogja a Forgetble my moment. (14)

six o’clock in there. I very enjoyed the beautiful city. I went around Jogja, saw tugu Jogja alun-alun, malioboro to buy cloth from Jogja. And saw tample Borobudur and Prambanan.

Next day after I took a bath and ate. I went to go Parangtritis beach. And one again, I saw landscape was very beautiful, I and my father were fishing. After I got fish, then I baked it. And I ate with my family. Going to Jogja was my unforgettable moment.
Student 8 (DF)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before In Here</td>
<td>1. Capitalization</td>
<td>Before In Here</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>Now I’m 15 years old, my school is 10 ISHS (Islamic Senior High School) west Jakarta. And(1) I want to tell about my story before I become a student in this school. Let(2) me start the story. My Junior high school same(3) with my elementary school and my play group. So(4) it’s my first time to have a different school. I was excited and I tried to get my school that I wanted. But(5) unfortunately my score didn’t</td>
<td>2. Capitalization</td>
<td>Now I’m 15 years old, my school is 10 ISHS (Islamic Senior High School) west Jakarta. And I want to tell about my story before I become a student in this school. Let me start the story. My Junior high school is same with my elementary school and my play group. So it’s my first time to have a different school. I was excited and I tried to get my school that I wanted.</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td></td>
<td>3. Add a word</td>
<td></td>
<td>3. Interlingual</td>
</tr>
<tr>
<td></td>
<td>4. Capitalization</td>
<td></td>
<td>4. Interlingual</td>
</tr>
<tr>
<td></td>
<td>5. Capitalization</td>
<td></td>
<td>5. Interlingual</td>
</tr>
<tr>
<td></td>
<td>6. Spelling</td>
<td></td>
<td>6. Intralingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td>7. Interlingual</td>
</tr>
<tr>
<td></td>
<td>8. Capitalization</td>
<td></td>
<td>8. Interlingual</td>
</tr>
<tr>
<td></td>
<td>10. Capitalization</td>
<td></td>
<td>10. Interlingual</td>
</tr>
<tr>
<td></td>
<td>11. Capitalization</td>
<td></td>
<td>11. Interlingual</td>
</tr>
<tr>
<td></td>
<td>12. Verb tense</td>
<td></td>
<td>12. Intralingual</td>
</tr>
</tbody>
</table>
pass for the school. I was confuse and tried to find another school. Suddenly my teacher recommended this school. Firstly I didn’t interested but because I didn’t know anymore and gave up. My dad brought me to register. And now I’m in 11th grade and in science class. And I’m happy in here because I have many friends even sometimes I am tired with the subject in my school. Thanks for reading my story. I want to tell a long story but I confuse. So I just tell a little of my story!

| pass for the school. I was confuse and tried to find another school. Suddenly my teacher recommended this school. Firstly I didn’t interested but because I didn’t know anymore and gave up. My dad brought me to register. And now I’m in 11th grade and in science class. And I’m happy in here because I have many friends even sometimes I am tired with the subject in my school. Thanks for reading my story. I want to tell a long story but I confuse. So I just tell a little of my story! |
Student 9 (DNA)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday to East Java</td>
<td>1. Capitalization</td>
<td>Holiday to East Java</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>Last year I went to Bojonegoro, East Java. I went after prayed Idul Fitri. This</td>
<td>2. Word choice</td>
<td>Last year I went to Bojonegoro, East Java. I went after prayed Idul Fitri. This</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>is First(1) time I went to it.(2) I went to Bojonegoro with my Family(3)used</td>
<td>3. Capitalization</td>
<td>is first time I went to there. I went to Bojonegoro with my family by car.</td>
<td>3. Interlingual</td>
</tr>
<tr>
<td>car.(4)</td>
<td>4. Word choice</td>
<td>On the way, I saw many trees. I spent my time about twenty four hours. I was</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td></td>
<td>5. Capitalization</td>
<td>very tired.</td>
<td>5. Interlingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td>7. Interlingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the way, I saw many trees. I spent my time about twenty four hours. I was</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very tired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I spent my time in Bojonegoro about five days. In there I went to zoo, Fantasia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park etc. In fact (7) I was happy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in there but I must come back to Tangerang.

Student 10(ES)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went to my uncle’s home(1) In(2) Tangerang</td>
<td>1. Word choice</td>
<td>Went to My Uncle’s House in Tangerang</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td>In the morning, my daughter watched TV while I played soccer.(3) Then when my uncle knocked at the door. The ball fall(4) near my uncle. He said “please give back the ball” I gave the ball to my uncle. I sad. (5) In the evening, my aunt maked(6) lunch, and (7)we are have lunch together.</td>
<td>2. Capitalization</td>
<td>In the morning, my daughter watched TV while I was playing soccer. Then when my uncle knocked at the door. The ball fell near my uncle. He said “please give back the ball” I gave the ball to my uncle. I said. In the evening, my aunt made lunch. And we are have lunch</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td></td>
<td>3. Verb tense</td>
<td></td>
<td>3. Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Verb tense</td>
<td></td>
<td>4. Intralingual</td>
</tr>
<tr>
<td></td>
<td>5. Spelling</td>
<td></td>
<td>5. Intralingual</td>
</tr>
<tr>
<td></td>
<td>6. Verb tense</td>
<td></td>
<td>6. Intralingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td>7. Interlingual</td>
</tr>
</tbody>
</table>
Last week, I went to Cibubur. I feel so bored in home. My dad took me away. No other choices as an activity. My father is a Cameraman. I converged in Cibubur. Father’s friend, brother and me. Our trip is about an hour by car. In here we saw the good place that the karate was held. Dad took pictures and he interviewed karate players. I played with my brother in

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>1. Capitalization</td>
<td>Last week, I went to Cibubur. I was so bored in home.</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>Last week, I went to cibubur.</td>
<td>2. Verb tense</td>
<td>My dad took me away. No other choices as an activity.</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>(1) I feel so bored in home.</td>
<td>3. Spelling</td>
<td>My father is a Cameraman. I converged in Cibubur. Father’s friend, brother and me. Our trip is about an hour by car.</td>
<td>3. Intralingual</td>
</tr>
<tr>
<td>My dad took me away. No other choices as an activity.</td>
<td>4. Word choice</td>
<td>In here we saw the good place that the karate was held. Dad took pictures and he interviewed karate players. I played with my brother in</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td>My Father(5) of a Cameraman. I got(7)convered in Cibubur. Dad father’s friend, brother and me. Traveled an hour by car.(10) In here saw so cool dad covering a karate the place of hold.(12) Dad took pictures and</td>
<td>5. Capitalization</td>
<td></td>
<td>5. Interlingual</td>
</tr>
<tr>
<td></td>
<td>7. Omit a word</td>
<td></td>
<td>7. Interlingual</td>
</tr>
<tr>
<td></td>
<td>8. Spelling</td>
<td></td>
<td>8. Intralingual</td>
</tr>
<tr>
<td></td>
<td>9. Omit a word</td>
<td></td>
<td>9. Interlingual</td>
</tr>
<tr>
<td></td>
<td>10. Meaning not clear</td>
<td></td>
<td>10. Communication strategies</td>
</tr>
<tr>
<td></td>
<td>11. Add a word</td>
<td></td>
<td>11. Interlingual</td>
</tr>
<tr>
<td></td>
<td>12. Meaning not clear</td>
<td></td>
<td>12. Communication strategies</td>
</tr>
<tr>
<td></td>
<td>15. Singular-plural</td>
<td></td>
<td>15. Intralingual</td>
</tr>
<tr>
<td></td>
<td>16. Word order</td>
<td></td>
<td>16. Intralingual</td>
</tr>
<tr>
<td></td>
<td>17. Verb tense</td>
<td></td>
<td>17. Intralingual</td>
</tr>
<tr>
<td></td>
<td>18. Verb tense</td>
<td></td>
<td>18. Intralingual</td>
</tr>
<tr>
<td></td>
<td>19. Omit a word</td>
<td></td>
<td>19. Interlingual</td>
</tr>
</tbody>
</table>
his(13) interviewed karate players. I played with my brother in the back garden. I also karate players(15) movement was amazing.(16)I’m was happy(17) in here. It’s(18)friendly residents. At 6 pm we must go back home. (19)Today is tired but fun.

Student 12 (ERI)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Holiday</td>
<td>1. Add a word</td>
<td>Last Holiday On my last holiday, I went to CBD and I played basketball in the time zone, after that I bought CD film in the CBD. And then I back to home after</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td></td>
<td>2. Punctuation</td>
<td></td>
<td>2. Context of learning</td>
</tr>
<tr>
<td></td>
<td>3. Capitalization</td>
<td></td>
<td>3. Interlingual</td>
</tr>
<tr>
<td></td>
<td>4. Omit a word</td>
<td></td>
<td>4. Interlingual</td>
</tr>
<tr>
<td></td>
<td>5. Punctuation</td>
<td></td>
<td>5. Context of learning</td>
</tr>
<tr>
<td></td>
<td>6. Capitalization</td>
<td></td>
<td>6. Interlingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Capitalization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
At Wonogiri holiday has **came** (1). I went to my hometown in Wonogiri. Because there were **weddings** parties (2). **Wednesday night** (3) I packed up, because tomorrow I had to leave. Next day I went to the terminal with my mother and **that I helped my mom for cooking and then I ate.** And then I went to played football with my friends in the field.
my sisters. When I arrived there I just took a rest with my mom. Next day I went to weddings party (4) and then I was made up(5) for (6)became(7)putri Dama 2. I took a picture after the weddings party(8) has finished.

A week I was in my hometown. I had a more holidays. We’ve been use(10) to practice(11) Red cross until my holidays is done.(12)

9. Singular-plural
10. Omit a word
11. Verb tense
12. Word choice

my mother and my sisters. When I arrived there I just took a rest with my mom. Next day I went to wedding parties and then I made up to become Putri Dama 2. I took a picture after the wedding parties has finished.

A week I was in my hometown. I had more holidays. We’ve been practicing Red cross until my holiday finished.

Student 14(KLP)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was driving</td>
<td>1. Punctuation</td>
<td>?</td>
<td>1. Context of learning</td>
</tr>
<tr>
<td>along the coast</td>
<td>2. Capitalization</td>
<td>?</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td>?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
read when the car suddenly lurched to one side. At first I thought a tire had gone but then I saw telegraph poles collapsing like match sticks.

The rocks came tumbling across the road and I had to abandon the car. When I got back to town, well, as I said, there wasn’t much left.

when the car suddenly lurched to one side. At first I thought a tire had gone but then I saw telegraph poles collapsing like match sticks.

The rocks came tumbling across the road and I had to abandon the car. When I got back to town, well, as I said, there wasn’t much left.

Student 15 (LR)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday to Bangka</td>
<td>1. Verb tense</td>
<td>Holiday to Bangka</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td>I went to Bangka</td>
<td>2. Capitalization</td>
<td>I went to Bangka to spend my holiday time with all of my family. Apart of that, the first intention I had was to</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td>to spent(1)</td>
<td>3. Punctuation</td>
<td>relax with my family.</td>
<td>3. Context of learning</td>
</tr>
<tr>
<td>my holiday time</td>
<td>4. Capitalization</td>
<td></td>
<td>4. Interlingual</td>
</tr>
<tr>
<td>with all of my family. Apart(2) of</td>
<td>5. Verb tense</td>
<td>I</td>
<td>5. Intralingual</td>
</tr>
<tr>
<td></td>
<td>6. Capitalization</td>
<td>that, the first intention I had was to</td>
<td></td>
</tr>
<tr>
<td>that(3) the First(4)intention I came to Bangka for taking picture with all of my family. I visited some beach that famous surrounded Bangka like Parai beach, and Pasir Padi beach, it was very beautiful view that we couldn’t find in Jakarta. My family also visited Bangka Botanical Garden, usually it called BBG. There are a lot of three that have Full (6) colour of leaf, and a lot of flowers. (7)very beautiful view, clean, and very comfortable. My family enjoyed this holiday.</td>
<td>7. Add a word 8. Capitalization came to Bangka for taking picture with all of my family. I visited some beach that famous surrounded Bangka like Parai beach, and Pasir Padi beach, it was very beautiful view that we couldn’t find in Jakarta. My family also visited Bangka Botanical Garden, usually it called BBG. There were a lot of three that have full colour of leaf, and a lot of flowers. There were very beautiful views, clean, and very comfortable. My family enjoyed this holiday and it was very unforgettable holiday for me.</td>
<td>6. Interlingual 7. Interlingual 8. Interlingual</td>
<td></td>
</tr>
</tbody>
</table>
and it was very unforgettable Holiday For(8) me.

Student 16 (MRAR)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Holiday</td>
<td>1. Omit a word</td>
<td>My Holiday</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>My holiday I</td>
<td>2. Spelling</td>
<td>My holiday I</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>went to Semarang to</td>
<td>3. Spelling</td>
<td>went to</td>
<td>3. Intralingual</td>
</tr>
<tr>
<td>visit my grandfather.</td>
<td>4. Add a word</td>
<td>Semarang to</td>
<td>4. Interlingual</td>
</tr>
<tr>
<td>I was leaving on</td>
<td>5. Capitalization</td>
<td>visit my</td>
<td>5. Interlingual</td>
</tr>
<tr>
<td>Wednesday afternoon, I arrived</td>
<td></td>
<td>grandfather.</td>
<td></td>
</tr>
<tr>
<td>at the Semarang</td>
<td>at 8 o’clock, after got</td>
<td>I was leaving on</td>
<td></td>
</tr>
<tr>
<td>(1) at 8 o’clock, after got</td>
<td>my grandfather’s</td>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>my grandfather’s house</td>
<td>immediately</td>
<td>afternoon; I arrived</td>
<td></td>
</tr>
<tr>
<td>(2) I immediately</td>
<td>slept.</td>
<td>at Semarang at 8</td>
<td></td>
</tr>
<tr>
<td>(3) slept.</td>
<td></td>
<td>o’clock, after got my</td>
<td></td>
</tr>
<tr>
<td>The next day I was invited by my</td>
<td></td>
<td>grandfather’s house I</td>
<td></td>
</tr>
<tr>
<td>brother(4) fishing,</td>
<td></td>
<td>immediately slept.</td>
<td></td>
</tr>
<tr>
<td>and in the afternoon I invited my friend to play PlayStation.</td>
<td></td>
<td>The next day I</td>
<td></td>
</tr>
<tr>
<td>On Sunday I attended my</td>
<td></td>
<td>was invited by my</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>brother to fishing,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and in the afternoon I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>invited my friend to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>play PlayStation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>On Sunday I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>attended my</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>brother’s fiancée. On</td>
<td></td>
</tr>
</tbody>
</table>
brother’s fiancée. On Tuesday I went to wonogiri to visit my brother, and the next day I returned to Jakarta.

Tuesday I went to Wonogiri to visit my brother, and the next day I returned to Jakarta.

**Student 17 (MAK)**

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
</table>
| LAST HOLIDAY IN PUNCAK | 1. Capitalization  
Last Holiday I went to puncak Bogor. I went at eight o’clock and arrived at thirty past twelve. I arrived in At-ta’awun mosque, in there I ate meatball, Sekuteng and many more. After(1) that I prayed zuhur and ashar. in the night(2)me(3) and my family searched | LAST HOLIDAY IN PUNCAK  
Last Holiday I went to puncak Bogor. I went at eight o’clock and arrived at thirty past twelve. I arrived in At-Ta’awun mosque, in there I ate meatball, Sekuteng and many more. After that I prayed zuhur and ashar. In the night I and my family searched village for rested. In the morning | 1. Interlingual  
2. Interlingual  
3. Intralingual  
4. Interlingual  
5. Interlingual  
6. Intralingual  
7. Intralingual  
8. Interlingual  
9. Intralingual  
10. Interlingual |
village for rested. In the morning I took a bath and then went to kebun raya(4) Cibodas for refreshing. In(5) Cibodas there are(6) many kind of trees. Start from little trees until Huge(7) trees. In(8) the afternoon we packed our clothes and ready for went to home.

I took a bath and then went to Kebun Raya Cibodas for refreshing. In Cibodas there were many kind of trees. Start from little trees until big trees. In the afternoon we packed our clothes and ready for went to home.

Student 18 (MRN)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
</table>
(3) used avanza car for (4) to Kaliurang, very many people wanted go of the there. When we were arrived. (5) My sista (6) and me (7) directed (8) buy some food (9) I brought to merapi mountain, after that my parents rent (10) off road car. My sista (11) and me (12) (13) very happy finally (14) we were (15) went to mountain.

“Okey, we were directed (16) off road”. My sista (17) said continuo (18).

Student 19 (NNF)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untitled</td>
<td>1. Add a word</td>
<td>Untitled</td>
<td>1. Interlingual</td>
</tr>
</tbody>
</table>
One day, I was a student of boarding school. In the time I and all students were praying in our mosque, that prays magrib. We prayed together after prayed we read yasin and tahlil, it’s feel so good but not such as what I feel then, the air was so cool and unwell. I was dizzy and so scared suddenly my tears fell down into my cheek. So my friend, Sarah who stayed beside me she looked me so pity, and she worried about myself. I can’t speak because I was ill in my foot. Sarah ordered me to straighten my leg so
because I felt ill in my foot. Sarah ordered me to straighten my leg so she could touch my foot. I was crying when she touched my foot then Sarah told other to help me for going to the room. When I stood up my body out of my mind, so I fell till others looked at me.

The day after I opened my eyes. But I was in hospital; there were some injection, oxygen, some medicine, infusion. And I also see my mother, father and my sister. I feel unwell and just cried and regretted.

My mother told me that I have some problem in my nerve and brain. From that reason I stopped from boarding school. And now I
and regret. (28) My mother told me that I have some problem in my nerve and brain. From that reason I stopped from boarding school. 

and(29)Now I try(30) to keep my health more.

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday to bandung(1)</td>
<td>1. Capitalization</td>
<td>Holiday to Bandung</td>
<td>1.Interlingual</td>
</tr>
<tr>
<td>I went to bandung(2) last week. I stayed at(3) a village in a hill. I stayed in a house. The house was very clean and big. In(4)the house had the floor. It(5) had 5 bedroom(6) I stayed</td>
<td>2. Capitalization</td>
<td>I went to Bandung last week. I stayed in a village in a hill. I stayed in a house. The house was very clean and big. In the house had the floor. It had 5 bedroom. I stayed at there for 3 days with my family.</td>
<td>2.Interlingual</td>
</tr>
<tr>
<td></td>
<td>3. Word choice</td>
<td></td>
<td>3.Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Capitalization</td>
<td></td>
<td>4.Interlingual</td>
</tr>
<tr>
<td></td>
<td>5. Capitalization</td>
<td></td>
<td>5.Interlingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td>7.Interlingual</td>
</tr>
<tr>
<td></td>
<td>8. Verb tense</td>
<td></td>
<td>8.Intralingual</td>
</tr>
<tr>
<td></td>
<td>10. Capitalization</td>
<td></td>
<td>10.Interlingual</td>
</tr>
</tbody>
</table>
at there for 3 days with my family.

In first day, we went to strawberry garden. It(7) didn’t(8) far from the house that I stayed.

In second day, we went to waterfall and swam and we took a picture that was wonderful. (9)

In last day, we just stay at house. and, (10) at 2 pm we went to home by car. That was very unforgettable moment.

In first day, we went to strawberry garden. It wasn’t far from the house that I stayed.

In second day, we went to waterfall and swam and we took a picture that was wonderful.

In last day, we just stayed at house. And, at 2 pm we went to home by car. That was very unforgettable moment.
family. Lebaran, upthere we welcomed with grandfather and grandmother. After that we to rest(1).

Before(2) prayed Ied, we gathered together
to(3)Mosque. After that we were neighbouring me to shook(4) hands and apologized(5) to each other.

We(6) family week there(7), after that we praypare(8) to go to home.

5. Verb tense
6. Word form
7. Add a word
8. Spelling

family. Lebaran, upthere we welcomed with grandfather and grandmother. After that we took a rest.

Before prayed Ied, we gathered together in the Mosque. After that we were neighbouring me to shake hands and apologize to each other.

Our family stayed about a week there, after that we prepare to go to home.

5.Intralingual
6.Intralingual
7.Interlingual
8.Intralingual

Student 22 (NIN)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
</table>
our extrakulikuler(2) in paskibra. We were training every day. With it I hope the introduction of our extrakulikuler(4) succeeded. (5) My holiday has not only training paskibra, but also me(7) and family went to Mataram just for travelling or refreshing. In there(9) me(10) and sister went to beach Gilitrawangan. Gilitrawangan(11) so very Beautiful(12) beach. In the Gili me(13) and sister play(14) “snorkelling”. It is(15) diving in the beach I’m(16) looking coral, Fish, (17) seaweed, etc.

Suddenly I hurt(18) in knee.
So(19) feeling(20) sick when it was hit the water sea. Continue, me (21) eating(22) seafood, it was so delicious seafood. It’s my holiday, what’s your holiday?

<table>
<thead>
<tr>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word order</td>
<td>Home Alone Again</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td>2. Omit a word</td>
<td>Every day, I was out for the evening. I was watching TV at 7 when I studied every day. There was no one in my house except me, my sister and my grandma. My home lonely because my mom and dad went to Makah and I</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td>3. Meaning not clear</td>
<td>when I studied every day.</td>
<td>3. Communication strategies</td>
</tr>
<tr>
<td>4. Spelling</td>
<td></td>
<td>4. Intralingual</td>
</tr>
<tr>
<td>5. Word form</td>
<td></td>
<td>5. Intralingual</td>
</tr>
<tr>
<td>6. Verb tense</td>
<td></td>
<td>6. Intralingual</td>
</tr>
<tr>
<td>7. Verb tense</td>
<td></td>
<td>7. Intralingual</td>
</tr>
<tr>
<td>8. Word form</td>
<td></td>
<td>8. Intralingual</td>
</tr>
<tr>
<td>10. Verb tense</td>
<td></td>
<td>10. Intralingual</td>
</tr>
</tbody>
</table>

Student 23 (NSD)

So(19) feeling(20) sick when it was hit the water sea. Continue, me (21) eating(22) seafood, it was so delicious seafood. It’s my holiday, what’s your holiday?
was cooking(7) for my sister and my grandma. But sometimes I was happy but must fighting. (8) Sometimes, I dreamed (9) mom and dad. I missing(10) them and I hope they always fight.

Student 24 (PAP)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday that brings grace(1) I’m(2) just a vacation(3) at home every day, I helped my parents (4) clean the house, In addition I also played football with my friend in the field.</td>
<td>1. Capitalization 2. Verb tense 3. Word order 4. Add a word 5. Spelling 6. Verb tense</td>
<td>Holiday that Brings Grace I was just at home on my vacation every day, I helped my parents to clean the house, and in addition I also played football with my friend in the field.</td>
<td>1. Interlingual 2. Intralingual 3. Intralingual 4. Interlingual 5. Intralingual 6. Intralingual</td>
</tr>
<tr>
<td>I also while maintaining(5) a dove so I’m(6) not bored.</td>
<td>maintaining a dove so I was not bored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student 25(RF)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last week I went to the zoo with my Family. I was very happy because I could refreshing(2) in the holiday now. We left after zuhur by taxi. During the journey, I saw high(3) building and some transportation. At 13.30 pm, we arrived at the zoo. And it was very crowded.(4) And then we entry(5) to the zoo. We stayed in the river to eat and refreshing. After that we saw many wild</td>
<td>1. Capitalization 2. Word form 3. Word choice 4. Spelling 5. Word form 6. Verb tense 7. Word choice</td>
<td>Last week I went to the zoo with my family. I was very happy because I could refresh in the holiday now. We left after zuhur by taxi. During the journey, I saw tall building and some transportation. At 13.30 pm, we arrived at the zoo. And it was very crowded. And then we entered to the zoo. We stayed in the river to eat and refreshing. After that we saw many wild and tame animals in</td>
<td>1. Interlingual 2. Intralingual 3. Intralingual 4. Intralingual 5. Intralingual 6. Intralingual 7. Intralingual</td>
</tr>
</tbody>
</table>
and tame animals in there. Then we pray(6) Ashar in the mosque, after that we went to home with our shop.(7) there. Then we prayed Ashar in the mosque, after that we went to home with our goods.

Student 26 (RWZ)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Holiday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last holiday, I</td>
<td>1. Capitalization</td>
<td>My Holiday</td>
<td>1. Interlingual</td>
</tr>
<tr>
<td>didn’t go anywhere.</td>
<td>2. Omit a word</td>
<td>Last holiday, I</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td>I just spent my</td>
<td>3. Omit a word</td>
<td>didn’t go anywhere.</td>
<td>3. Interlingual</td>
</tr>
<tr>
<td>holiday in my</td>
<td>4. Verb tense</td>
<td>I just spent my</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td>house and school.</td>
<td>5. Capitalization</td>
<td>house and school.</td>
<td>5. Interlingual</td>
</tr>
<tr>
<td>In my house, I</td>
<td></td>
<td>In my house, I</td>
<td></td>
</tr>
<tr>
<td>just helped my</td>
<td></td>
<td>just helped my</td>
<td></td>
</tr>
<tr>
<td>grandma to clean</td>
<td></td>
<td>grandma to clean</td>
<td></td>
</tr>
<tr>
<td>up my house. And</td>
<td></td>
<td>up my house.</td>
<td></td>
</tr>
<tr>
<td>then, I</td>
<td></td>
<td>And then, I</td>
<td></td>
</tr>
<tr>
<td>accompanied my</td>
<td></td>
<td>accompanied my</td>
<td></td>
</tr>
<tr>
<td>family to go to</td>
<td></td>
<td>family to go to</td>
<td></td>
</tr>
<tr>
<td>The Mall. In there,</td>
<td></td>
<td>The Mall. In</td>
<td></td>
</tr>
<tr>
<td>I ate together with</td>
<td></td>
<td>there, I ate</td>
<td></td>
</tr>
<tr>
<td>my family and</td>
<td></td>
<td>together with my</td>
<td></td>
</tr>
<tr>
<td>played games with</td>
<td></td>
<td>family and</td>
<td></td>
</tr>
<tr>
<td>my brothers. After</td>
<td></td>
<td>played games</td>
<td></td>
</tr>
<tr>
<td>that, my family and</td>
<td></td>
<td>with my</td>
<td></td>
</tr>
<tr>
<td>I came</td>
<td></td>
<td>brothers. After</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>that, my family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and I came</td>
<td></td>
</tr>
</tbody>
</table>
back to my house. My activity in my school prepared the Demo of paskibra extracurricular on 18 July 2012. It needed long time and it was tired enough because I trained from in the morning until the afternoon. And then, I played at Acil’s home. After that, I went to home and prepared to go to Bali Island, Denpasar City. Before, went to Bali we going to Surabaya first. There, we also celebrated New Year. After few days, next we went to Bali. There we stayed two days apart of that we visited Kuta Beach, etc. That was my unforgettable holiday.
unforgettable holiday.

Student 27(RFR)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separation</td>
<td>1. Singular-plural</td>
<td>Separation</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td>When I was 6th grade of Elementary School. I went to puncak for three days. (1) Before I went to puncak, I assembled in school. After all students held in school, we went to puncak together. I got bus one, in bus one. I had interesting friends. Along tour we sing together. We needed 7 hours to puncak. We arrived in puncak and we prepared in motel.</td>
<td>2. Capitalization</td>
<td>When I was 6th grade of Elementary School. I went to puncak for three days. Before I went to puncak, I assembled in school. After all students held in school, we went to puncak together. I got bus one, in bus one. I had interesting friends. Along tour we sing together. We needed 7 hours to puncak. We arrived in puncak and we prepared in motel.</td>
<td>2. Interlingual</td>
</tr>
<tr>
<td></td>
<td>3. Singular-plural</td>
<td></td>
<td>3. Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Verb tense</td>
<td></td>
<td>4. Intralingual</td>
</tr>
<tr>
<td></td>
<td>5. Word form</td>
<td></td>
<td>5. Intralingual</td>
</tr>
<tr>
<td></td>
<td>6. Verb tense</td>
<td></td>
<td>6. Intralingual</td>
</tr>
<tr>
<td></td>
<td>7. Capitalization</td>
<td></td>
<td>7. Interlingual</td>
</tr>
<tr>
<td></td>
<td>8. Capitalization</td>
<td></td>
<td>8. Interlingual</td>
</tr>
<tr>
<td></td>
<td>9. Add a word</td>
<td></td>
<td>9. Interlingual</td>
</tr>
<tr>
<td></td>
<td>10. Verb tense</td>
<td></td>
<td>10. Intralingual</td>
</tr>
<tr>
<td></td>
<td>11. Word order</td>
<td></td>
<td>11. Intralingual</td>
</tr>
<tr>
<td></td>
<td>12. Singular-plural</td>
<td></td>
<td>12. Intralingual</td>
</tr>
</tbody>
</table>

In Puncak we could pick
In there the air (9) so cold, so we must weared(10) jacket. In puncak we could pick strawberry fresh (11) in garden. After three day(12) in puncak I went to home. I so missed in puncak when in the bus. After that I arrived at home. It was a pretty separation.

Student 28(SS)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Holiday to Monas</td>
<td>1. Omit a word</td>
<td>My Holiday to Monas</td>
<td>1.Interlingual</td>
</tr>
<tr>
<td>In(1) my holiday school (2) was not special, because I didn’t go anywhere. My holiday was just at home. One times, I</td>
<td>2. Word order</td>
<td>My school holiday was not special, because I didn’t go anywhere. My holiday was just at</td>
<td>2.Intralingual</td>
</tr>
<tr>
<td></td>
<td>3. Word choice</td>
<td></td>
<td>3.Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Word choice</td>
<td></td>
<td>4.Intralingual</td>
</tr>
<tr>
<td></td>
<td>5. Omit a word</td>
<td></td>
<td>5.Interlingual</td>
</tr>
<tr>
<td></td>
<td>6. Add a word</td>
<td></td>
<td>6.Interlingual</td>
</tr>
<tr>
<td></td>
<td>7. Word order</td>
<td></td>
<td>7.Intralingual</td>
</tr>
</tbody>
</table>
invited with(3) my niece to the trips(4) to Monas and Tanjung Pasir. When I arrived until(5) in Monas, I bought Es Dawet and I would go to Monas. By the way, (6) with birthday Jakarta’s(7) So in there, many ondel-ondel. After long enough in there, I was going(8) to go(9) to home. But, before I went to home. I bought t-shirt after that I go to home.(10)


home. One times, I invited by my niece went to Monas and Tanjung Pasir. When I arrived in Monas, I bought Es Dawet and I would go to Monas. By the way, coincide with Jakarta’s birthday So in there, many ondel-ondels. After long enough in there, I went to home. But, before I went to home. I bought t-shirt after that I went to home.


Student 29 (SMNH)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
</table>
Belitung. Me(1) with my mom and dad visited there by boat. We went there because there’s an event from tax office. It’s my dad’s office exactly. When I arrived, I changed (2) my cloth and ran to the sea directly. I jumped to the water and shouted “common ball!!!”, and then I was (3) shocked. My eyes were very poignant because the salt of the water. I directed (4) went to the beach. I shaked(5) my eyes. My eyes were red. Then, I stopped swimming.

I changed my cloth again and went to the tent. I ate baked-fish. It’s very

6. Word choice
7. Singular-plural
8. Spelling

Bangka Belitung. I with my mom and dad visited there by boat. We went there because there’s an event from tax office. It’s my dad’s office exactly. When I arrived, I changed my cloth and ran to the sea directly. I jumped to the water and shouted “common ball!!!”, and then I shocked. My eyes were very poignant because the salt of the water. I directly went to the beach. I shook my eyes. My eyes were red. Then, I stopped swimming.

I changed my cloth again and went to the tent. I
delicious. Then I drank coconut water. After that, I went to the beach again. I found a huge star fish. It’s the first time I saw a star fish had a big size. Go through, I found many unique animal there. Such as Jelly fish, lizard, worm, etc. We just a half-day in there. Then, I went home and arrived at home safely.

Student 30 (SAK)

<table>
<thead>
<tr>
<th>Students’ writing</th>
<th>Types of error</th>
<th>Reconstruction</th>
<th>Causes of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danced(1) Practice</td>
<td>1. Word form</td>
<td>Dancing Practice</td>
<td>1. Intralingual</td>
</tr>
<tr>
<td></td>
<td>2. Verb tense</td>
<td>Last Friday, I practiced dance with my friends. I went to my friend’s house at 9</td>
<td>2. Intralingual</td>
</tr>
<tr>
<td>Last Friday, I was(2) practiced</td>
<td>3. Verb tense</td>
<td>Dancing Practice</td>
<td>3. Intralingual</td>
</tr>
<tr>
<td></td>
<td>4. Singular-plural</td>
<td>Last Friday, I practiced dance with my friends. I went to my friend’s house at 9</td>
<td>4. Intralingual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Intralingual</td>
</tr>
</tbody>
</table>
friend’s house at 9 o’clock. I was arrived by motorcycle. I and my friends practiced by cheer. In the middle of practice, one of my friends came late for the practice, I still was shy because I did not practice dance well. One of my friends, Lusi. She was really good in dance. She practiced by herself. I was really proud of her. I learned dance from her. Tami and Rahma looked at first then we followed them.

In the last practice, we discussed about a name of our group. We agreed our groups name is “JBT 48”. We covered dance from “JKT 48” we had couple for sing and dancing and our manager is Nauroh.
We was agreed(15) our groups name is “JBT 48”. We was(16) covered dance from “JKT 48” we had couple for sing and dancing and our manager is Nauroh.

I was happy because the dance was ok.

Brown provided a model for identifying erroneous or idiosyncratic utterances. The writer used Brown’s model to identify some errors as the examples.¹

Verb tense

Student’s original writing: i and my brothers and sister really was felt thirsty.

<table>
<thead>
<tr>
<th>Is sentences superficially well formed in terms of the grammar of the target language</th>
<th>Yes</th>
<th>Does the normal interpretation according to the rules of the target language make sense in the context?</th>
<th>Yes</th>
<th>Sentence is not idiosyncratic</th>
<th>OUT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Brown, op.cit., 2007, pp. 168-172
1. i and my brothers and sister really was felt thirsty
   a. No
   b. Yes
   c. I, my brothers and my sister were really thirsty
   d. Original sentence was wrong in determining to be in past form in plural, students write (was) for subject I, my brothers and sister. OUT 2

OUT 2 = Intralingual because the native language is not known and it is overtly erroneous (unquestionably ungrammatical)
Capitalization

Student's original writing: "i and my brothers and sister were really thirsty"

Is sentences superficially well formed in terms of the grammar of the target language

Yes  Does the normal interpretation according to the rules of the target language make sense in the context?

Yes  Sentence is not idiosyncratic

No  Sentence is overtly idiosyncratic

Can plausible interpretation be put on sentence in context?

Yes  Make well-formed reconstruction of sentence in target language

No  Compare a reconstructed sentence with original idiosyncratic sentence. In what respect did rules for accounting for original and reconstructed sentence differ

OUT 1

OUT 2

Translate L1 sentence back in target language to provide reconstructed sentence

Translate sentence literally into L1. Is plausible interpretation in context possible?

Yes  Hold sentence is store

No  Compare a reconstructed sentence with original idiosyncratic sentence. In what respect did rules for accounting for original and reconstructed sentence differ

Is mother tongue of learner known?

Yes  Sentence is overtly idiosyncratic

No  Hold sentence is store

OUT 1
2. Student’s original writing: i and my brothers and sister were really thirsty.
   a. Yes
   b. Yes
   c. Sentence is not idiosyncratic. OUT 1

OUT 1 = Interlingual because in this error student wrote well structure sentence that is influenced by his/her native language, he/she still used their mother tongue and avoided the target language rules.

**Meaning not clear**

We left home at took jum’at prayer

```
Is sentences superficially well formed in terms of the grammar of the target language

Yes

No

Sentence is overtly idiosyncratic

Does the normal interpretation according to the rules of the target language make sense in the context?

Yes

No

Sentence is covertly idiosyncratic

Can plausible interpretation be put on sentence in context?

Yes

No

Make well-formed reconstruction of sentence in target language

Compare a reconstructed sentence with original idiosyncratic sentence. In what respect did rules for accounting for original and reconstructed sentence differ

OUT 1

OUT 2
```
3. We left home at took jum’at prayer
   a. No
   b. No
   c. Yes. Bahasa Indonesia
   d. Yes
   e. No
   f. Hold sentence is store. OUT 3

OUT 3 = the native language is known but no plausible interpretation at all and it no analysis of the error

**Student 1**

**Verb tense**

Student’s original writing: i and my brothers and sister really was felt thirsty
   a. No
   b. Yes
   c. I, my brothers and my sister were really thirsty
   d. Original sentence was wrong in determining to be in past form in plural, students wrote (was) for subject I, my brothers and sister. OUT 2
Student 2

Verb tense

Student’s original sentence: after that, we rest in Istiqlal Mosque while we waited for Ashar prayer.

a. Yes
b. No
c. No
d. Yes, Bahasa Indonesia.
e. Setelah itu, kami istirahat di masjid Istiqlal sambil menunggu sholat Ashar
f. After that, we took a rest in Istiqlal Mosque while we were waiting for pray Ashar
g. using wrong past form of rest and pray → OUT 2

Meaning not clear

We left home at took jum’at prayer

<table>
<thead>
<tr>
<th>Is sentences superficially well formed in terms of the grammar of the target language</th>
<th>Yes</th>
<th>Does the normal interpretation according to the rules of the target language make sense in the context?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>Sentence is not idiosyncratic</td>
<td>OUT 1</td>
</tr>
</tbody>
</table>
Student’s original writing: We left home at took jum’at prayer

   a. No
   b. No
   c. Yes. Bahasa Indonesia
   d. Yes
   e. No
   f. Hold sentence is store. OUT 3

**Student 3**

Word form

Student’s original writing: On my last holiday, I and my family went to Japanese
a. Yes
b. No
c. Yes
d. On my last holiday, I and my family went to Japan
e. Student used the wrong form Japan. OUT 2

Capitalization

Student’s original writing: I went From Jakarta at 07.00 a.m

a. Yes
b. Yes. OUT 1

Student 4

Verb tense

Student’s original writing: After we eaten we was arounded the zoo

a. No
b. No
c. Yes, Bahasa Indonesia
d. Setelah kita makan kita berkeliling sekitar kebun binatang
e. After we ate then we walked around the zoo
f. (walked around) was translated arounded. OUT 2

Capitalization

Student’s original writing: I and Family went to zoo

a. Yes
b. Yes. OUT 1
**Student 5**

**Verb tense**

Student’s original writing: Me and my boyfriend eating

a. No
b. Yes
c. I and my boyfriend ate
d. Student make the wrong past form of eat. OUT 2

**Meaning not clear**

Student’s original writing: me and my boyfriend eating together in a pizza hut, there is eat till we feel so fulled

a. No
b. No
c. Yes. Bahasa Indonesia
d. Yes
e. No
f. Hold sentence is store. OUT 3

**Capitalization**

Student’s original writing: and than yesterday I very very happy

a. Yes
b. Yes. OUT 1

**Student 6**

**Word form**

Student’s original writing: My friend invited me for cooked
a. Yes
b. No
c. Yes
d. My friend invited me for cooking
e. Student used the wrong form of cook. OUT 2

Capitalization

Student’s original writing: Its no special But sometimes I went to market

a. Yes
b. Yes. OUT 1

Student 7

Verb tense

Student’s original writing: I and my father fishing

a. No
b. Yes
c. I and my father were fishing
d. Student did not use to be (were). OUT 2

Meaning not clear

Student’s original writing: Went to Jogja a forgettable my moment

a. No
b. No
c. Yes. Bahasa Indonesia
d. Yes
e. No
f. Hold sentence is store. OUT 3
**Capitalization**

Student’s original writing: I went to JogjaFor travelled in there

a. Yes
b. Yes. OUT 1

**Student 8**

**Verb tense**

Student’s original writing: I want to tell a long story but I confuse

a. Yes
b. Yes
c. I want to tell a long story but I confused
d. Student used the wrong past form of confuse. OUT 2

**Capitalization**

Student’s original writing: My school is Islamic Senior High School west Jakarta

a. Yes
b. Yes. OUT 1

**Student 9**

**Capitalization**

Student’s original writing: This is First time I went to it.

a. Yes
b. Yes. OUT 1
**Student 10**

**Verb tense**

Student’s original writing: The ball fall near my uncle

- a. No
- b. Yes
- c. The ball fell near my uncle
- d. Used wrong past form of fall. OUT 2

**Capitalization**

Student’s original writing: Went to my uncle’s home InTangerang

- a. No
- b. No
- c. No
- d. Hold sentence is store

**Student 11**

**Verb tense**

Student’s original writing: I’m was happy

- a. No
- b. Yes
- c. I was happy
- d. Used double to be (am and was). OUT 2

**Meaning not clear**

Student’s original writing: Dad father’s friend, brother and me traveled an hour by car
a. No
b. No
c. Yes. Bahasa Indonesia
d. Yes
e. No
f. Hold sentence is store. OUT 3

**Word form**

Student’s original writing: Dad took pictures and his interviewed

a. No
b. Yes
c. Dad took pictures and he interviewed
d. Used the wrong part of speech of his. OUT 2

**Capitalization**

Student’s original writing: Last week, I went to cibubur

a. Yes
b. Yes. OUT 1

**Student 12**

**Word form**

Student’s original writing: I help my mom for cooked

a. No
b. Yes
c. I help my mom for cooking
d. Used the wrong part of speech of cooked. OUT 2
Capitalization

Student’s original writing: My last holiday I went to cbd

a. Yes
b. Yes. OUT 1

Student 13

Verb tense

Student’s original writing: Holiday has came

a. No
b. Yes
c. Holiday has come
d. Used the wrong past participle of come. OUT 2

Student 14

Capitalization

Student’s original writing: At First I thought a tire had gone

a. Yes
b. Yes. OUT 1

Student 15

Verb tense

Student’s original writing: There are a lot of three that have Full colour of leaf and a lot of flowers

a. No
b. Yes
c. There were a lot of three that have full colour of leaf and a lot of flowers
d. Used the wrong past of are. OUT 2

Capitalization

Student’s original writing: There are a lot of three that have Full colour of leaf and a lot of flowers

a. Yes
b. Yes. OUT 1

Student 16

Capitalization

Student’s original writing: On Tuesday I went to wonogiri

a. Yes
b. Yes. OUT 1

Student 17

Verb tense

Student’s original writing: In Cibodas there are much kind of trees until Huge trees.

a. No
b. Yes
c. In Cibodas there were many kinds of trees until huge trees.
d. Used the wrong past of are. OUT 2

Word form

Student’s original writing: In the night me and my family searched village for rested

a. No
b. Yes

c. In the night I and my family searched village for rested

d. Used the wrong part of speech of I. OUT 2

Capitalization

Student’s original writing: In Cibodas there are many kind of trees until huge trees.

a. Yes

b. Yes. OUT 1

Student 18

Verb tense

Student’s original writing: My parents rent offroud car

a. No

b. Yes

c. My parents rented offroud car

d. Used the wrong past form of rent. OUT 2

Word form

Student’s original writing: My sista and me very happy finally

a. No

b. Yes

c. My sister and I were very happy

d. Used the wrong part of speech of I. OUT 2

Capitalization

Student’s original writing: I was went to merapi mountain with my family
a. Yes
b. Yes. OUT 1

**Student 19**

**Verb tense**

Student’s original writing: She worry about myself

a. No  
b. Yes  
c. She worried about myself  
d. Used the wrong past of worry. OUT 2

**Word form**

Student’s original writing: In the time me and all student was praying in our mosque

a. Yes  
b. No  
c. Yes  
d. In the time I and all students prayed in our mosque  
e. Student used the wrong form of me. OUT 2

**Capitalization**

Student’s original writing: The day after I open my eyes. But I was in hospital

a. Yes  
b. Yes. OUT 1
**Student 20**

**Verb tense**

Student’s original writing: It didn’t far from the house

a. No
b. Yes
c. It was not far from the house
d. Used the wrong auxiliary verb of was. OUT 2

**Capitalization**

Student’s original writing: I went to bandung last week

a. Yes
b. Yes. OUT 1

**Student 21**

**Verb tense**

Student’s original writing: After that we were neighboring me to shook hands

a. No
b. Yes
c. After that we were neighboring me to shake hands
d. Used the wrong verb, after to verb 1. OUT 2

**Word form**

Student’s original writing: We family week there

a. Yes
b. No
c. Yes

d. Our family spent holiday about a week there

e. Student used the wrong form of we. OUT 2

Capitalization

Student’s original writing: After that we to rest. Before prayed Ied

a. No
b. No
c. No. Hold sentence is store.

Student 22

Verb tense

Student’s original writing: In the Gilitrawanganme and sister play “snorkeling”.

a. No
b. Yes
c. In the Gilitrawangan me and my sister played “snorkeling”
d. Used the wrong past of play. OUT 2

Word form

Student’s original writing: I hope the introduce our ekstrakulikuler succeed.

a. Yes
b. No
c. Yes
d. I hope the introduction our extracurricular succeed
e. Student used the wrong form of introduce. OUT 2
Capitalization

Student’s original writing: Gilitrawangan so very Beautiful beach

a. Yes.
b. Yes. OUT 1

Student 23

Verb tens

Student’s original writing: My mom and dad go to Makah

a. No
b. Yes
c. My mom and dad went to Makah
d. Used the wrong past of go. OUT 2

Word form

Student’s original writing: My homey aloned

a. Yes
b. No
c. Yes
d. My home was lonely
e. Student used the wrong form of aloned. OUT 2

Meaning not clear

My home nothing people except I, my sister and my grandma

a. No
b. No
c. Yes. Bahasa Indonesia
d. Yes
e. No
f. Hold sentence is store. OUT 3

**Student 24**

**Verb tense**

Student’s original writing: I’m just a vacation at home every day

A. No
B. Yes
C. I was just a vacation at home every day
D. Used the wrong past of to be (am should be was). OUT 2

**Capitalization**

Student’s original writing: Holiday that bring grace (title)

a. Yes
b. Yes. OUT 1

**Student 25**

**Verb tense**

Student’s original writing: Then we pray ashar in the mosque

a. No
b. Yes
c. Then we prayed Ashar in the mosque
d. Used the wrong past of pray. OUT 2

**Word form**
Student’s original writing: And then we entry to the zoo

a. Yes
b. No
c. Yes
d. And then we entered to the zoo
e. Student used the wrong form of entry. OUT 2

Capitalization

Student’s original writing: I went to the zoo with my Family

a. Yes
b. Yes, OUT 1

Student 26

Verb tense

Student’s original writing: Before went to Bali we going to Surabaya first

a. No
b. Yes
c. Before went to Bali we went to Surabaya firs
d. Used the wrong past of go. OUT 2

Capitalization

Student’s original writing: Before went to Bali we going to Surabaya first

a. Yes
b. Yes. OUT 1
Student 27

Verb tense

Student’s original writing: Along tour we sing together

a. No
b. Yes
c. Along tour we sang together
d. Used the wrong past of sing. OUT 2

Word form

Student’s original writing: I had interested friends

a. No
b. Yes
c. I had interesting friends
d. Used the wrong part of speech of interested. OUT 2

Capitalization

Student’s original writing: We needed 7 hours to puncak

a. Yes
b. Yes. OUT 1

Student 28

Verb tense

Student’s original writing: I bought t-shirt after that I go to home

a. No
b. Yes
c. I bought t-shirt after that I went to home

d. Used the wrong past of go. OUT 2

**Student 29**

**Verb tense**

Student’s original writing: I was changed my cloth and ran to the sea directly

a. No

b. Yes

c. I changed my cloth and ran to the sea directly

d. Used double verb, only used change. OUT 2

**Word form**

Student’s original writing: Me with my mom and dad visited there by boat

a. Yes

b. No

c. Yes

d. I, my mom and dad visited there by boat

e. Student used the wrong form me. OUT 2

**Student 30**

**Verb tense**

Student’s original writing: I was practiced dance with my friends

a. No

b. Yes

c. I practiced dance with my friends

d. Used double verb, only used practiced. OUT 2
Word form

Student’s original writing: Danced Practice (title of the story)

a. Yes
b. No
c. Yes
d. Dancing practiced
e. Student used the wrong form of dance. OUT 2

B. Analysis of Data

1. The Recapitulation of Students Errors

The table below is the recapitulation of students’ errors, which is made by the writer.

Table 4.2

<table>
<thead>
<tr>
<th>No</th>
<th>Student initial</th>
<th>Singular</th>
<th>Plural</th>
<th>Word Form</th>
<th>Word Choice</th>
<th>Add a word</th>
<th>Omit a word</th>
<th>Word Order</th>
<th>Incomplete sentence</th>
<th>Spelling</th>
<th>Punctuation</th>
<th>Capitalization</th>
<th>Meaning Not Clear</th>
<th>Run-on Sentence</th>
<th>Total errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AF</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>AKC</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>4.</td>
<td>AM</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>ARAH</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>6.</td>
<td>AHA</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>7.</td>
<td>B GA</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>8.</td>
<td>DF</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
### Total of errors

<table>
<thead>
<tr>
<th>Types of Errors, Frequency, and the Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The table below presents the highest level to the lowest level of the most errors made by the students:</td>
</tr>
</tbody>
</table>

**Table 4.3**
<table>
<thead>
<tr>
<th>No</th>
<th>Types of Error</th>
<th>Frequency of Errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Verb tense</td>
<td>75</td>
<td>22.2%</td>
</tr>
<tr>
<td>2.</td>
<td>Capitalization</td>
<td>74</td>
<td>22%</td>
</tr>
<tr>
<td>3.</td>
<td>Word form</td>
<td>34</td>
<td>10%</td>
</tr>
<tr>
<td>4.</td>
<td>Spelling</td>
<td>30</td>
<td>8.9%</td>
</tr>
<tr>
<td>5.</td>
<td>Omit a word</td>
<td>27</td>
<td>8%</td>
</tr>
<tr>
<td>6.</td>
<td>Word choice</td>
<td>25</td>
<td>7.4%</td>
</tr>
<tr>
<td>7.</td>
<td>Add a word</td>
<td>25</td>
<td>7.4%</td>
</tr>
<tr>
<td>8.</td>
<td>Singular-plural</td>
<td>23</td>
<td>6.8%</td>
</tr>
<tr>
<td>9.</td>
<td>Word order</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>10.</td>
<td>Meaning not clear</td>
<td>8</td>
<td>2.3%</td>
</tr>
<tr>
<td>11.</td>
<td>Punctuation</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>12.</td>
<td>Article</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>13.</td>
<td>Incomplete sentence</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>14.</td>
<td>Run-on Sentence</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>338</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the calculation above, it can be explained that the total errors of **verb tense** is 75 errors under the percentage 22.2%, **capitalization** is 74 errors under the percentage 22%, **word form** is 34 errors under the percentage 10%, **spelling** is 30 errors under the percentage 8.9%, **omit a word** is 27 errors under the percentage 8%, **word choice** is 25 errors under the percentage 7.4%, **add a word** is 25 errors under the percentage 7.4%, **singular-plural** is 23 errors under the percentage 6.8%, **word order** is 10 errors under the percentage 3%, **meaning not clear** is 8 errors under the percentage 2.3%, **punctuation** is 7 errors under the percentage 2%, **incomplete**
sentence, article and run-on sentence are 0 error under the percentage 0%. From the calculation of the data, verb tense is the most frequent errors made by the second grade students of MAN 10 Jakarta with the percentage 22.2%. And incomplete sentence, article and run-on sentence are the least frequent error made by the students with the percentage 0%.

1. The Percentage of Errors

And this is the chart of the errors in percentage:

![Chart 4.1: The percentage of Errors]

2. The Recapitulation of Causes of Students’ Errors

To make it clearer, the writer is not only mentioning the errors made by the students, but she is also including the cause of error that may become the factor of student’s error. Here is the explanation regarding causes of errors described in the table and chart below:

Table 4.4
The Recapitulation of Causes of Students’ Errors Based on Brown

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Interlingual Transfer</td>
</tr>
<tr>
<td>1.</td>
<td>AF</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>AR</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>AKC</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>AM</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>ARAH</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>AHA</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>BGA</td>
<td>7</td>
</tr>
<tr>
<td>8.</td>
<td>DF</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>DNA</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>ES</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>EFF</td>
<td>8</td>
</tr>
<tr>
<td>12.</td>
<td>ERI</td>
<td>8</td>
</tr>
<tr>
<td>13.</td>
<td>FDN</td>
<td>3</td>
</tr>
<tr>
<td>14.</td>
<td>KLP</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>LR</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>MRAR</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>MAK</td>
<td>5</td>
</tr>
<tr>
<td>18.</td>
<td>MRN</td>
<td>8</td>
</tr>
<tr>
<td>19.</td>
<td>NNF</td>
<td>8</td>
</tr>
<tr>
<td>20.</td>
<td>NLD</td>
<td>6</td>
</tr>
<tr>
<td>21.</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>NIN</td>
<td>4</td>
</tr>
</tbody>
</table>
### 3. Causes of Errors, Frequency and Percentage

**Table 4.5**

<table>
<thead>
<tr>
<th>No.</th>
<th>Causes of Errors</th>
<th>Frequency of Errors</th>
<th>Percentage of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intralingual Transfer</td>
<td>197</td>
<td>58.1%</td>
</tr>
<tr>
<td>2.</td>
<td>Interlingual Transfer</td>
<td>128</td>
<td>37.8%</td>
</tr>
<tr>
<td>3.</td>
<td>Context of Learning</td>
<td>6</td>
<td>1.8%</td>
</tr>
<tr>
<td>4.</td>
<td>Communication Strategies</td>
<td>8</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td>Total Number of Causes of Errors</td>
<td>339</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on the table above (table 4.5) cause of errors in intralingual transfer is 58.1% or 197 errors because these causes of errors can occur by the lack of competence in learning foreign language. Then, Interlingual transfer is 37.8% or 128 errors, it is because the students might be influenced by their first language in terms of patterns or rules. Next is context of learning, the percentage is 1.8% or 6 errors, it is caused by school learning or social situation. The last is Communication strategies; the percentage is 2.3% or 8 errors, it occur because the students overlap both inter-intralingual transfer and context of learning.

4. The Percentage of Causes of Errors

![Chart 4.2 The causes of errors]

After presenting the errors into types of error which are written by Betty Schrampfer Azar and explaining the frequency and percentage of errors each item in the previous pages, the writer would like to talk more about all the reasons errors from the highest until the lowest frequency that occurred in student's writing as follows;

a. Verb tense

First, most of students make errors in verb tense with the total error is 75 or 22.2%. This error happened because the students confused with the verb conjugation in past tense especially for irregular verb. For
example “The ball fall near my uncle.” It should be “The ball fell near my uncle.” They did this errors; they still interfered by their mother tongue. In Indonesian language, there is not rule about tenses. Besides, they are lack of grammar basic knowledge and understanding.

b. Capitalization

The second type of error that students made is word capitalization with the total error is 74 or 22%. Students wrote the first letter of name of country, place, people, and the first letter of new sentence. Most of students made these errors because they often avoid the systematic of writing without capitalize it. For example: “I went to Bangka to spend my holiday time with all of my family, apart of that ….” The correct sentence is “I went to Bangka to spend my holiday time with all of my family. Apart of that ….”

c. Word form

The next type of errors that students made is word form with the total errors 34 or 10%. In this type of errors student often made the errors to choose the correct part of speech, such verb, adjective or noun, etc. The source of this error is quite same with verb tense because of mother tongue interference. The example of this error is “we entry to the zoo”; the correct sentence is “we entered to the zoo”.

d. Spelling

Another type of errors that student often made is spelling, there are 30 or 8.9%. In this error students misspell in the words they wrote. It happens because of students’ lack in vocabularies mastery. For example: “After got my grandfather’s hous”; it should be “After got my grandfather’s house”.

e. Omit a word

There are 27 errors or 8% from this error. The students put the unimportant word or double word in their sentence, while if it is appeared, the sentence is unclear. For example in the sentence, “I went to
go Jogja” the correct sentence is “I went to Jogja”. The source of this error comes from interlingual transfer. The students did not use the rule of their target language well.

f. Word choice

There are 25 errors or 7.4% from this error. These errors happened because the students have a lack of vocabulary and its use. The students were confused in choosing the appropriate word or part of speech. In this case, the example is “I saw high building”; it should be “I saw tall building”.

g. Add a word

The total error of this error is the same with word choice, there are 25 errors or 7.4%. Students eliminated the important word that was needed in their sentence. For example in the sentence, “I helped my parents clean the house” the right sentence is “I helped my parents to clean the house”. These errors occurred because the students had not clearly understood of the structure of the sentence or the function of omit word. So the source of this error is from the interlingual transfer.

h. Singular-plural

The total error of this error is 23 or 6.8%. Most of students did not put the suffix –s or –es to indicate that they wanted to use the plural noun in their sentence. For example of error is, “it had 5 bed room”; the correct sentence is, “it had 5 bedrooms”. This error is influenced by their Indonesian language because in Indonesian language we don’t put the suffix –s in the end of plural noun.

i. Word order

The next error that students made is word order with the total errors 10 errors or 3%. The error happened as the result of interlingual transfer. The students got the influence of the structure or order of their native language which is Indonesian language. The example of this error is “we waited for Ashar pray”; the correct sentence is “we waited for pray Ashar”.

j. Meaning not clear

The total error of this error is 8 or 2.3%. In this error the writer does not know what the students wanted to write, sometimes the writer just assumes what the students wanted to write in their writing based on the writer’s opinion. This error happened because of the intralingual transfer. It occurred because the student had a lack of knowledge in vocabulary and grammar area of the target language. The example of this error is “We left home at took Jum’at prayer”, maybe the student means in this sentence is “We left home when people pray Jum’at”.

k. Punctuation

The total error in punctuation is 7 errors or 2%. The example of this error is “On my last holiday I went to CBD”; it should be “On my last holiday, I went to CBD”. In this sentence the student did not put the comma after the word of holiday. This error maybe because the students carelessness, so they do not pay attention to punctuation.

l. The last types or errors in this research are incomplete sentence, article, and run-on sentence. The students did not make a mistake in these errors.

C. Interpretation of Data

Results from the analysis of the data show that the most three common errors are verb tense with 75 errors or 22.2%, capitalization with 74 or 22%, and add word form with 34 errors or 10%. It could mean that the teaching of those three aspects was not done successfully by the teacher. The students did not pay attention of these aspects when they conducted the writing.

The causes of errors occurred because of intralingual transfer with the percentage 58.1%, interlingual 37.8%, context of learning 1.8% and 2.3% for the communication strategies. The students made those errors because they might be still internalizing their new system in the target language. It happened because there were so many different concepts of grammatical rule in written language between the first language and the second language. In addition, when they
proceed the new language data in their mind, it also produces a new rules, so they often over generalize about their second language rules. It means the teacher needs to pay more attention to the intralingual transfer as one of the sources of error that must be recognized in second language learning. For this reason, it is obvious that intra-lingual transfer (within the target language itself) such as overgeneralization is the major source of error in second language learning.

Furthermore, the three lowest frequencies of error are incomplete sentence, article, and run-on sentence that is 0 error or 0%. From these lowest frequencies of errors, it can be interpreted that the students did not feel difficult to deal with it. They knew how to make the sentence meaningfully. They also knew how to make a complete sentence and how to use the conjunction and article appropriately.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the description in preceded chapter, it is concluded that the second grade students of MAN 10 Jakarta still confused about the changing of verb or verb conjugation because in Indonesia there is no verb conjugation in the sentence. Moreover, in irregular form most of the students are not accurate enough in changing the verb in their writing.

The most common errors made by the second grade students of MAN 10 Jakarta in the level of grammar were verb tense, capitalization and word form. First, the frequency of verb tense is 75 errors under the percentage of 22.2% of total errors. Second, the total error of capitalization is 74 errors under the percentage of 22%. And the least common error is word form with the total errors 34 or under the percentage of 10%.

The causes of errors were made by the students of MAN 10 Jakarta were intralingual transfer, interlingual transfer, communication strategies and context of learning. The frequency of intralingual transfer is 197 errors or 58.1%. Next Interlingual transfer is 128 errors or 37.8%. Then Communication strategies is 8 errors or 2.3%. And the last is context of learning with the total errors 6 or 1.8%. Based on the most frequency causes of errors, the incorrect generalization of rules within the target language became a major factor in second language learning. It suspected in Indonesian language has no tenses and verbal conjugation; they used incorrect verb forms in their sentences. And most of students were still internalizing and investigating the system of the new language that is very different with their native language.
B. Suggestion

Based on the conclusion of the research some suggestions related to this result of the research are presented. It could improve the teaching and learning process. Here are some suggestions that hopefully can be applied in teaching and learning process.

1. Facts revealed by the researched; most of errors which are made by students in MAN 10 Jakarta caused by intralingual transfer. The use of incorrect verb changing (past tense) in writing recount text and the incorrect generalization within the target language should be noticed by the teacher to give explanation clearer and pay attention more to the students whether there are some students who did not understand about the lesson.

2. Beside intralingual transfer, some students’ errors are also caused by interlingual transfer. Their mother tongue interference is still used in the target language. The fault of students, partial learning of the target language, fatigue, and carelessness also became some factors that could make the students have difficulties in internalizing and investigating the system of the target language. So that the students should be focus and serious when they learned the lessons.

3. The researcher realized this research is far from being perfect, it has some weaknesses. The researcher only used written test, she did not give interview to the students to make the research is more valid. Therefore, the following researcher should use accurate instruments to make good research.
BIBLIOGRAPHY


APPENDICES
TEST

Name: ..........................

Class: ..........................

Writing Test

Write a recount text about your unforgettable moment during your last holiday. Write based on the generic structure of recount text: orientation, events, and re-orientation.

...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
...........................................................................................................................................................................
Write a recount text about your unforgettable moment during your last holiday. Write based on the generic structure of recount text: orientation, events, and re-orientation.

One day, I was a student of boarding school. In the time me and all student was praying in our mosque. That was Magrib prayer, we had the prayer together after praying, we did read Asr and Tahliil. It's feel dizzy and so scared suddenly my tears fell down into my cheek. So my friend Sarah, who stayed beside me, she looked me so pitty and she worry about my self. I can't speak because I feel ill in my foot. I was Crying when she taught my foot then Sarah tell other to help me for going to the room, when I stooded up, my body out of my mind, so me fell till others looked to me. The day after, I open my eyes, but I was in hospital, there were some injection, oxygen, some medicine, infusion, and I also see my mother, father, and my sister. I feel unwell and just can cry and regret. My mother told me that I have some problem in my nerve and brain. From that be a reason I stopped from boarding school, and now I try to keep my health more.
Last week I went to the zoo with my family. I was very happy because I could refresh in the holiday now. We left after Zubur by taxi. During the journey, I saw (high) building and some transportation. At 13.30 p.m., we arrived to the zoo. And it was very crowded. And then we entered to the zoo. We stayed in the river to eat and refreshing. After that we saw many wild and tame animals in there. Then we pray for ashur in the mosque. After that we went to home with our shop.
Writing Test

Write a recount text about your unforgettable moment during your last holiday. Write based on the generic structure of recount text: orientation, events, and re-orientation.

Separation

When I was 6th grade of Elementary school, I went to Punchak for three days before I went to Punchak. I assembled in school. After all students held in school, we went to Punchak together. I get bus one. In bus one I had interest with friends. Along tour we sing to gether. We needed 7 hours to Punchak. We arrived in Punchak and we prepared in motel. In there the air so cold so we must wear jacket. In Punchak we could pick strawberry fresh in garden.

After three days in Punchak I went to home. I so missed in Punchak when in the bus. After that I arrived to home. It was a pretty separation.
My Holiday

Lost holiday. I didn't go anywhere. I just spent my holiday in my house and school. In my house, I just helped my grandma to clean up my house. And then, I accompanied my family to go to the mall. There, we ate together with my family and played games with my brothers. After that, my family and I came back to my house. My activity in my school was prepared the demo paper for extracurricular on 18 July 2012. It needed long of time and it was tired enough.

I trained from 6 in the morning until the afternoon. And then, I played at a girl's home. After that, I went to home and to prepare to go to the Bali Island, Denpasar City. Before went to the Bali, we went to Surabaya first. There, we also celebrated New Year. After few days, next we went to the Bali. There we stayed two days apart of that we visited Kuta Beach, etc. That was my unforgettable holiday.
Writing Test

Write a recount text about your unforgettable moment during your last holiday. Write based on the generic structure of recount text: orientation, events, and re-orientation.

Danced Practice

Last Friday, I was practice dance with my friends. I went to my friend's house at 9 o'clock. I was arrived by motorcycle. I and my friends practiced by cheer in the middle of practice. One of my friend was came late for the practiced. I still was shied because I was not practice dance well.

One of my friend, Lusi, she really in dance. She was practiced by herself. I really proud of her. I was learned dance from her. Tami and Fahma was stared first and we was followed them.

In the last practice, we was discussed about a name of our group. We was agreed our groups name is "JBT 48". hahaha 😂 We was covered dance from "JBT 48" We had couple for song and danced and our manager is Nurosah.

I was happy because the dance was going ok 😊
TEST

Name: Soma Muhammad Nur Huda

Class: XI IPA

Writing Test

Write a recount text about your unforgettable moment during your last holiday. Write based on the generic structure of recount text: orientation, events, and re-orientation.

"Unforgettable Holiday"

When I was 9th, I went to the "pig island" in Bangka Belitung with my mom and dad. We went there because there was an event from tax office. It's my dad's office exactly. When I arrived, I was changed my cloth and ran to the sea directly. I jumped into the water and shouted "Samoon ball!!!" ant then I was shocked. My eyes were very bagmanized because the salt of the water. I directed went to the beach. I should wash my eyes. My eyes were red. Then I had stopped swimming. I changed my cloth again and went to the tent and ate "bawang-fish". It's very nice. Then I drank coconut-water. After that, I went to the beach again. I found a huge "star-fish". It's the first time I saw a star-fish had a big size. Go through it, I found many unique animals there such as "jelly-fish", "lizard", "worm", etc. we just a half of day on there, then I went home and arrived at home safely.
Name: Sabina Sabrina
Class: XI - Sains

Writing Test

Write a recount text about your unforgettable moment during your last holiday. Write based on the generic structure of recount text: orientation, events, and re-orientation.

"My Holiday to Monas"

In my holiday, school was not special, because I didn’t go anywhere. My holiday was just at home. One time, I invited my niece to the trip to Monas and Tanjung Pasir. When I arrived until in Monas, I bought ice dawet and I would go to Monas. By the way, with birthday Jakarta’s. So in there, many ondel-ondel’s. After for long enough in there, I was going to go to home. But, before I went to home, I bought t-shirt after that I would go to home 😊.
No : Istimewa
Hal : Pengajuan Judul Skripsi
Lampiran : -

Jakarta, 30 Desember 2011

Kepada Yth,

Ketua Jurusan Pendidikan Bahasa Inggris
FITK UIN Jakarta
Di
Tempat

Assalamu’alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama : Evayani
NIM : 108014000043
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Bermaksud untuk mengajukan judul skripsi sebagai salah satu syarat untuk menyelesaikan program S-1 (strata 1) UIN Syarif Hidayatullah Jakarta. Adapun judul yang diajukan adalah:

"An Error Analysis in Students’ Recount Text Writing"
(A Case Study at Second Grade of MAN 10 Jakarta)

Demikian surat pengajuan ini disampaikan. Atas pertimbangannya, saya sampaikan terima kasih.

Wassalamu’alaikum Wr. Wb.

Menyetujui,  

Pemohon,

Drs. Nasrun Mahmud, M. Pd.  
NIP: 150041070

Evayani  
NIM: 108014000043
Pengesahan Proposal Skripsi

Proposal skripsi atas nama E. Vayani NIM 1080 19000043
dengan judul An Analysis on Grammatical Errors in Students' Recount
Text Writing (A Case Study at the Second Grade of Al Mubarak) telah
diseminarkan pada tanggal 27 Februari 2012 dan telah diperbaiki sebagaimana
mestinya.

Penguji Seminar Proposal

<table>
<thead>
<tr>
<th>Nama dosen Penguji</th>
<th>Tanggal Pengesahan</th>
<th>Tandatangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nasiruddin Djali, M.Ag</td>
<td>21 Maret 2012</td>
<td></td>
</tr>
<tr>
<td>2. Zahril Anasy, M.Hum</td>
<td>21 Maret 2012</td>
<td></td>
</tr>
</tbody>
</table>

Perubahan:

I. Dr. Nasiruddin Djali, M.Ag
II. Zahril Anasy, M.Hum

<table>
<thead>
<tr>
<th>Perubahan</th>
<th>21 Maret 2012</th>
</tr>
</thead>
</table>
Kepada Yth.

Nasifuddin Djalil, Drs., M.Ag
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Evayani
NIM : 108014000043
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : "An Analysis on Grammatical Errors in Students' Recount Text Writing (A Case Study at the Second Grade of Al-Mubarak Junior High School)"


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

[Signature]
[Name: Pendidikan Bahasa Inggris]
[Stamp]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEMENTERIAN AGAMA
UIJ NAKARTA
FITK
J. R. H. Juanda No 55 Ciputat 15412 Indonesia

FORM (FR)
No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2012
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/073/2012
Lamp. : 
Hal : Bimbingan Skripsi

Jakarta, 21 Maret 2012

Kepada Yth.
Zainril Anasy, M.Hum
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing IMI (materi/teknis) penulisan skripsi mahasiswa:

Nama : Evayani
NIM : 108014000043
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : "An Analysis on Grammatical Errors in Students’ Recount Text Writing (A Case Study at the Second Grade of Al-Mubarak Junior High School)"


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu ‘alaikum wr. wb.

[Signature]
Sudirri, M.Pd
NIK: 12121991031002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. Ir. H. Juanda No 95 Ciputat 15412 Indonesia

FORM (FR)

No. Dokumen : FITK-FR-AKD-082
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/1742/2012
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 10 Oktober 2012

Kepada Yth.

Bapak/Ibu Kepala MAN 10 Jakarta
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Evayani
NIM : 108014000043
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Tahun Akademik : 2012/2013
Judul Skripsi : An Analysis on Grammatical Errors in Recount Text Writing

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]

Dekan
Ket. Pendidikan Bahasa Inggris

Drs. Syaiki, M.Pd
NIP. 19611212 199103 1 002

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: Ma. 09.4.10/ PP. 003/764/ 2012

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 10 Jakarta
dengan ini menerangkan bahwa:

Nama : Evayani
No. Mahasiswa : 108014000043
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris
Kampus : UIN Syarif Hidayatullah
Semester : IX

Mahasiswi tersebut adalah benar telah melalukan penelitian yang berkaitan dengan
penyusunan skripsi yang berjudul " An Analysis on Grammatical Error in Recount
text Writing ( A Case Study at the second Grade Students of MAN 10 Jakarta)"
Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan
seperlunya.

Jakarta, 12 Desember 2012
Kepala MAN 10 Jakarta

[Signature]
Drs. Masih, M.Pd.
NIP. 196912111989031003