ERROR ANALYSIS IN RECOUNT TEXT WRITING OF COVID 19 AT SMP NEGERI 4 SATU ATAP KUALA

SKRIPSI

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LEMBAR PENGESAHAN SKRIPSI

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ABSTRACT

Hia, Putri Isnin Suryaningsih. 1702050026 Error Analysis In Recount Text Writing of COVID 19 at SMP Negeri 4 Satu Atap Kuala. Skripsi. English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. 2022.

The purpose of the study was to analyze students' errors in writing recount texts with the theme "COVID 19" at SMP Negeri 4 Satu Atap Kuala. This research was conducted in SMP Negeri 4 Satu Atap Kuala with a population of 108 students in the eighth grade. They were divided into three groups. Using random sampling, the sample size was reduced to 27 students, eight students a grade. The written test instrument was used in this study. The research method used is descriptive-quantitative method. Research for this study is expected for 3 months. The test results show that there are four types of writing errors. They are omissions, additions, misinformation, and sequence errors. The most common types of errors in writing recount text are omission errors of 7 or 3.5% and addition errors of 2 or 1%. misinformation with 177, or 88.5% errors. And the last ordering error with 14 or 7% error. By doing this research, it is hoped that students can practice more and improve their writing skills, especially in recount texts.

Keyword: Error Analysis, Writing Skill, Recount Text.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Many people's lives have been made extremely difficult by the current Covid-19 outbreak. Students at school, in particular during the process of participating in learning, are one of the parties who experience this. Physical Distancing complicates the learning process for students. Students and school authorities believe that restrictions on physical meetings, both in schools and elsewhere, have become an impediment to the teaching and learning process.

Some students argue that the online teaching and learning process is also not effective. Those with very low internet quotas may also feel suffocated. And it is proven that there are still many students who have not been able to understand the information provided. Therefore, 30% of TTM in Indonesia, including North Sumatra, cannot deny this. Based on journal state"Learning during the Covid-19 pandemic has led in unusual shifts, as though all levels of education, including junior high school (SMP), have been 'forced' to adapt to do learning from home via online media (online). Because it isn't totally ready, this isn't going to be easy. The difficulty with education is that it lacks a consistent learning process, as well as the intended criteria and quality of learning outputs. Educators and kids alike are concerned about this. Educators, in particular, must be inventive when providing curriculum via online learning tools. This must be modified to the degree of education in order to meet the needs. Physical and psychological stress will result from the impact (mental). As a result, positive, creative, and inventive thinking can aid in the resolution of various issues in the distant learning process by utilizing engaging online learning media to achieve high-quality learning outcomes. Students

should be able to follow the learning as closely as possible while using online media for remote learning" (Jaelani et al, 2020). Furthermore from that, the journal also explains that "During this covid-19 epidemic, the distant learning process (PJJ) should still be able to satisfy students' learning demands in order to develop abilities and interests based on their educational level. However, in order for this to happen, educators must be prepared, have an acceptable curriculum, have access to learning resources, and have stable device and network support so that communication between students and educators may be productive. Since March 16, 2020, the Child Protection Commission of Indonesia (KPAI) has received approximately 213 complaints from parents and children over the implementation of distant learning (Kompas, 2020). The issue was about two things: first, the assignment was too difficult to do in such a short amount of time; and second, the assignment was too difficult to complete in such a short amount of time Second, there are numerous chores of summarizing and copying from books to do. Third, the study hours are still set in stone. Fourth, there is a set number of people who can participate in online learning. Fifth, some students do not have personal devices, making it harder for them to take online tests".

Especially in English class, which in the end becomes a barrier to their learning. Most of the assignments given by teachers in schools are in the form of writing, with the aim of encouraging students to be more involved in the writing process. However, there are still many writing errors made by students in this scenario, which is caused by a lack of accuracy in doing simple tasks such as making discourses.

The state of the education world in the post covid era makes it increasingly difficult for students and teachers to change their learning process. Following the outbreak of the pandemic, many schools held face to face meetings in accordance with government protocol rules. Because students are used to online learning, schools that carry out the

teaching and learning process face several challenges. Indirectly, this signals dangerous times for education, with the potential to widen the gap between students and teachers. This greater understanding and respect can pave the way for the emergence of a new era of education.

Undoubtedly, the distribution of material is still appropriate, but in terms of delivering assignments, especially in English, it becomes a significant obstacle for them in understanding the content given by the teacher. To develop good writing, the teacher's content in terms of writing must be in accordance with the structure or grammar. Grammar structure is one of the basic components of language that must be mastered by students. Students must first understand the underlying rules, namely grammar or language structure, before arranging words into correct sentences. This shows that grammar is one of the most important aspects in making texts clear and easy to understand.

The researcher focuses on writing recount text in this study. Recount text is used to relate stories of past events to inform, entertain, or both. According to (Sahadadi Mulyana, 2019: 17) terminology recount means "telling back" and the target of recount is determined by the purpose of the person who tells the story. The purpose of recount text is to tell a series of past events and retell something that happened in the past. Orientation, events, and re-orientation are the three basic elements of recount text. Furthermore, simple past tense, situation of time and place, attention to certain participants, and focus on temporal sequence are all grammatical structures that can be used to produce recount text.

In connection with the pandemic period that we are still going through together, here the author wants students to be able to make recount texts which basically can be in the

form of experiences that have been experienced. during the pandemic. which means that students use their background knowledge to be associated with the material being taught. The implementation of relations can be seen from activities related to the topics that have been introduced. Students can identify story sequences, and guess the meaning of vocabulary. In short, students will be familiar with the given topic and do writing exercises well.

As a productive skill, writing is not like speaking skill or other receptive skills. Writing is the most difficult skill because it not only requires a lot of vocabulary in composing paragraphs, but it is also grammatically correct and understandable in addition to other writing rules. Therefore, compiling paragraphs in writing activities takes a lot of time. As stated by (Harmer 2004), "Writing is often not as time bound as conversation. When writing, students often have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference materials to help them."

The students cannot avoid mistakes because most mistakes occur in the learning process. According to (Susilawati and Sulhan, 2018: 68). According to the dictionary, "A language error is a deviation from the standard of language use." Second or foreign language learners are the most likely to make grammatical errors. Errors can take several forms, including omissions, misinformation, and ordering errors. (Sercombe, 2000) as cited in (Nzama, 2010 : p. 12), "explains that error analysis serves three purposes. First, to determine the level of language proficiency that has been achieved by students. Second, to obtain information about common difficulties in language learning, and third, to find out how people learn language". In addition, (Weireesh, 1991), "also argues that error analysis is a valuable aid to identify and explain difficulties faced by learners". It serves

as a reliable feedback for designing remedial teaching methods. Moreover, it can be said that error analysis is the best tool to describe and explain errors made by students.

In other previous studies, research was conducted to improve academic goals. As in the research "Analysis of Word Order Errors Used in Writing Recount Texts Made by Students of SMKN 1 Pinrang" by Syams and Nurul Fitrah (2016), which shows that many students are unable to express their ideas in writing, even though they know what to write. still can't understand or make a recount text, even though the teacher has explained it. Report that there are still some grammatical errors or inappropriate use of vocabulary. The aim of the study was to analyze common errors in student writing made by second grade junior high school students. She used Betty Schrampfer Azzar's Error Classification to analyze student errors. The findings of the study showed that the common types of errors made by students were errors in the Verb Tense which received 93 errors out of 301 errors or 30.89 percent. Another student error was in Add a Word which resulted in 59 errors or 19.60 percent, and 33 or 10.96 percent Spelling errors. Although it seems natural, students should learn more ab grammar to increase their knowledge and reduce their mistakes in word order. In addition, the key factor because the errors made by the respondents came from the individual's internal. So, it is important for teachers to pay more attention to students' abilities and interests when learning English so that students can improve their knowledge and can use English better. Students must be able to understand and make recount texts cohesively based on the social function and generic structure of the text. Students will not only benefit from learning from recount text errors, but also the teacher. By choosing the right solution, the teacher will be able to solve the problem. Teachers will also be able to plan and apply better techniques in the future if they are aware of their shortcomings.

Of course, the author has a certain reason for choosing the SMP Negeri 4 Satu Atap as a research place because previously the author had done an intership or Professional Linking Program 3 (PLP 3) by teaching vocabulary material classically in grade 8. Judging from the condition of the students, there were still many of them who were weak in vocabulary, grammar. or their tenses, especially the students still don't realize that making recount text sentences should use the simple past tense but without realizing it they still can't understand it. By looking at the weaknesses of the students, the author uses a recount text entitled post covid 19 as the theme of this study.

Therefore, the researcher proposed this research with the title **"Error Analysis In Recount Text Writing of "COVID 19" at SMP Negeri 4 Satu Atap Kuala"**. The advantages of learning from recount text errors will be felt not only by students, but also by teachers. The teacher will be able to solve the problem by choosing the correct answer. Furthermore, by understanding these shortcomings, teachers will be able to design and make better strategies in terms of future education.

B. The Identification of Problem

Based on the above background, the researcher gets points, such as :

1. Students lack to understand the past tense on recount text writing.

2. Student do not understand grammar structure of the past tense on recount text writing.

3. Students can not able to know vocabulary on English topic of post covid 19.

C. The Scope and Limitation

Based on the background of the research above, the author analyzes errors in writing recount text about title post covid 19 SMP Negeri 4 Satu Atap Kuala which limited study on students writing skills.

D. The Formulation of Problem

Based on the background of the research, the researcher discuss the formulation of the study, as follows :

1. What types of errors often occur of the students in writing recount Text at the eight grade students of SMP Negeri 4 Satu Atap Kuala?

2. What is the most dominant types of error often occur of the students in writing recount text at the eight grade students of SMP Negeri 4 Satu Atap Kuala?

E. The Objective of The Study

Based on the formulation of the problem, the purpose of this study is to find out :

1. to find out the types of error on the students in writing recount text at the eight grade students of SMP Negeri 4 Satu Atap Kuala.

2. to find out the most dominant types of error on the students in writing recount text at the eight grade students of SMP Negeri 4 Satu Atap Kuala.

F. The Significance of The Study

The results of this study would be very useful for several parts of education which include:

1. For Other Writers.

This research could helped other writers to conduct in depth research to find an acceptable and suitable way to improve students ability in writing recount texts after knowing the main mistakes faced by students in general.

2. For Teachers.

This research would be very useful for teachers because it could provide other references that could be applied by teachers in improving students' writing skills.

3. For Students.

This research would be helped students to solve their main problem in writing recount text by giving them the core of the problem they face in writing recount text. Students would be know the difficulties they face in general. Besides being proficient in using recount text, they understand it through English text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is a skill that is always link to linguistics. There are various factors that have a part in the substance of a document when writing. According to (Heaton, 1990 : 135), writing is difficult to teach and learn since it requires mastery of not just grammatical and theoretical techniques, but also conceptual and judging aspects. According to (Halliday, 1990) in (Nunan, 1991 : 84), According to the expert, writing evolves in society as a result of cultural changes that create communicative requirements that are not easily supplied by spoken language. Writing is an important hard process. Depending on who our reader is and what condition they are in, you write differently at different times. That is, you will write about a specific issue, for a certain reader, with a specific objective in mind, using the language you choose for the situation.

According to (Gelb, 1952 : 12), Writing is definitely a method of human communication based on conventional visual markings, but it is clear from what has been mentioned that what the primitives thought of as writing is not the same as what we do. Writing helps people to record and share knowledge and tales outside of the present moment, allowing them to connect at a different location and time. There are a variety of viewpoints on how to comprehend writing. Writing is the use of a vivid mark to express a specific linguistic word in such a way that it makes a sound visible.

2. Writing Process

There are five stages in writing process according to (Harmer, 2007 : 258), they are drafting, structuring (ordering information, experimenting with arrangements), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across you want to get across), and generating ideas and evaluation (assessing the draft and/or subsequent drafts).

According to (Harmer, 2004 : 4), the writing process has four key components:

a. Planning

The writer must consider three major issues when planning. in the first place they must consider the aim of their writing, since this will influence not just the type of text they desire to create, but also the language they use and the information they include.

Secondly, they must consider the audience for whom they are writing, since this will influence not only the shape of the writing, but also the language used. Third, the writer must evaluate the content of the piece's structure, or how to best sequence the fact, idea, or argument that they have chosen. Pre-writing is the term for this stage.

b. Drafting

The draft is the first version of a piece of writing. As a guide, the writer should use the idea that he came up with throughout the preparation process. This stage requires revision to ensure that the text is correct. This first pass of a manuscript is frequently done with the expectation of later revisions. On the path to the final version, a number of drafts may be produced as the writing process progresses into editing.

c. Editing

Writing a perfect paragraph on the first try is nearly difficult. The initial attempt is referred to as the first draft. Perhaps the material isn't presented in a clear enough order, or the discourse marker is incorrect. Editing is the process of revising and improving a

first draft. Editing is a necessary step in the process of preparing a piece of writing for public consumption or publishing. According to Richard and Willy "The authors verify grammar, spelling, punctuation, diction, sentence structure, and accuracy of supporting textual material such as quotations, examples, and the like".

d. Final version

Writers develop their final version after editing their draft and making the adjustments they believe are require. Because things change during the editing process, this may appear very different from both the initial plan and the first draft. The writer, on the other hand, is now prepare to convey the written text to the desired audience.

(Brown, 2007 : 335-336) describes the approach to writing teaching as follows:

a. Focus on the process of writing that leads to the final written product.

b. Assist students in understanding their own writing process.

c. Assist them in developing a repertoire of prewriting, drafting, and rewriting procedures.

d. Allow students time to write and rewrite.

e. Emphasize the importance of the revision process

f. Allow students to discover what they want to say as they write.

g. Provide students with feedback throughout the composing process (not just on the final product) as they try to bring their expression closer to their intention.

h. Encourage feedback from both the instructor and peers.

i. Include individual conferences between teacher and student during the composition process.

3. Elements of writing

Accorrding to (Harris, 2001 : 306), content, form, language, style, and mechanics are all characteristics of good writing. A excellent piece of writing should include the following traits:

a. Content: writing should convey the main idea, or an attentive reader should be able to understand the writer's intent. The writing's contents, the expressed idea (Harris, 1969 : 68).

b. Structure: the writing should have logical or associative connections and transitions that express the relationship between the ideas described. The way the content is organized (Harris, 1969 : 38).

c. Grammar: Writing should follow the principles of grammar concerning the tenses with respect to time, the use of grammatical forms, and the syntactic pattern (Harris, 1969 : 69).

d. Style: unique ideas and clear writing should interest the reader. (Haris, 1969 : 69) defines style as "the selection of structures and lexical items to impart a certain tone or taste to the text."

e. Mechanic: proper spelling, grammar, and neat and clear writing are required.

4. Writing Difficulty

When it comes to writing, kids will face challenges. When it comes to learning English, students do not grow or improve their writing skills. How much they can write about their topic determines the student's ability and capacity to obtain ideas. Students are occasionally perplexed about how to construct and create effective paragraphs. They also lack the ability to link one statement to the next in a paragraph. Learning how to write properly and successfully can be extremely difficult for students who struggle with literacy.

According to (Sous Westwood, 2004 : P. 108), writing is not an innate trait, and the brain is not wired to gain written language skills in the same way that it appears to be wired to acquire oral language skills. As a result, if an issue is to be avoided, direct written direction is usually required.

According to (Graham & Harris in Glynn et al, 2006 : p.98), three things may play a significant role in writing difficulties:

1) A lack of proficiency in text output, as seen by numerous errors in spelling, capitalization, and punctuation.

2) Inadequate understanding of the subject matter of the script to be written, as well as the traditions and features of other literary genres.

3) Ineffective text planning and revision procedures.

5. Definition of Error

According to   (Krashen, 1982 : 138), errors are sections of a conversation or a piece of writing that stray from a set of adult language performance norms. Errors resulting from the learner's mother tongue interfering with the learning process. It is impossible to learn a language without first making a series of mistakes.

According to (Richard, 1974 : 1), students' errors revealed both the state of their knowledge and the methods they used to learn a second language. Systematic deviancy would be seen in sentences including errors. The application of linguistic and psychological theory to the study of language learning did, of course, add a new dimension to the discussion of errors; people now believed they had a principled means of accounting for these errors, namely that they were the result of interference in the learning of a second language from the habits of the first language (Richard, 1974 : 19).

According to (Richards, 1971 : 173-174), The errors are grouped into three categories: interlanguage errors, intralingual errors, and developmental errors. Interlanguage errors are defined as "errors induced by the learner's mother tongue interfering." Intralingual errors are defined as "errors that reflect the overall characteristics of rule learning, such as inaccurate generalization, incomplete rule application, and failure to understand the

situations under which rules apply." Furthermore, developmental errors show the learner striving to construct assumptions about the English language based on his limited interactions with it in the classroom or from a textbook.

5.1 Error Analysis

According to (Selinker, 2008 : 102), error analysis is a sort of linguistic analysis that concentrates on the mistakes that students make. According to (Corder, 1981 : 10-11), the system of the language that a student is using at a given moment in the course (and it must be stressed that he is using some system, even if it is not the appropriate system) is revealed by the errors that he makes. According to (Brown, 1980 : 166), the idea that learners make mistakes and that these errors may be observed, evaluated, and classed in order to tell something about the system operating within the learner has sparked a surge in error analysis research.

According to (Brown, 1980 : 164), the trial-and-error aspect of second language learning is strikingly similar to that of first language learning. Learners will invariably make mistakes during the acquisition process, and will even obstruct the process if they do not make mistakes and then receive various forms of feedback on those errors. According to (Krashen, 1982 : 138), Most errors made by second language learners suggest that they are gradually developing a second language rule system, according to researchers.

According to (Corder, 1974) in (Ellis, 1994 : 48), The following are some steps in mistake analysis research:

a. Getting a sample of learner language

b. Error detection

c. Error description

d. Error explanation

e. Error assessment

5.2 The Different Between Mistakes And Errors

According to (Corder, 1981 : 10), Mistakes have no bearing on the language acquisition process. However, establishing what a student's mistake and error are is a complex task that necessitates a lot more comprehensive study and analysis of errors than is normally given to them. It's critical to distinguish between mistakes and errors, which are technically two different things.

a. Mistake

According to (Brown, 1980 : 165), a mistake is a type of performance error that can be either intentional or unintentional. In that it is a failure to use a known system appropriately, it is referred to as a random guess or "slip". According to (Corder, 1981 : 10) indicated that "mistakes" refers to "performance errors". According to (Ellis, 1997 : 17), Mistakes are unintentional lapses in performance that occur when a learner is unable to accomplish what he or she knows in a specific situation.

When students fail to demonstrate their ability, they make a mistake. That is, it is the outcome of processing issues that hinder learners from accessing their knowledge of a target language rule, causing them to fall back on a non-standard rule that is more accessible. Mistakes are thus performance phenomena, and they are common elements of native speaker speech, reflecting processing failures caused by conflicting plans, memory constraints, and a lack of automaticity (Ellis, 1994: 51).

b. Error

According to (Brown, 1980 : 165), An error, unlike a mistake, is a notable variation from a native speaker's adult grammar that reflects the learner's interlanguage skill.

According to (Ellis, 1994 : 51), An error, unlike a mistake, is a notable variation from a native speaker's adult grammar that reflects the learner's interlanguage skill.

According to (Krashen, 1982 : 139), We adopted the term "error" to describe any departure from a predetermined standard of language performance, regardless of the characteristics or causes of the deviation. According to (Krashen Ellis, 1997 : 17), Errors are gaps in a student's knowledge that arise when the learner is unsure about what is correct. According to (Ellis, 1994 : 51), When a deviation occurs due to a lack of knowledge, it is called an error. It denotes a lack of ability.

According to (Selinker, 2008 : 102), When a student has ingrained an incorrect form (from the standpoint of the target language) into his or her system, an error occurs. Error is likely to occur frequently and is not acknowledged as such by the learner.

5.3 Classification of Error

Some professionals share their perspectives on various types of errors. They divide it into numerous categories. According to (Corder in Ellis, 2008 : 51), they divide it into numerous categories:

1) Pre-systematic errors when a student is uninformed of the presence of a specific rule in the target language, errors arise. These are just random.

2) When a student discovers a rule, but it is the incorrect one, it is called a systematic error.

3) Post-systematic errors happen when a learner understands the correct target language rule but applies it incorrectly (i.e. makes a mistake).

According to (Dulay et al, 1982 : 146), they divide errors into four categories based on their descriptive nature. Linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy are the four categories.

1) Error Types Based on Linguistic Category

These linguistic category taxonomies categorize errors based on the language component or the specific linguistic ingredient in which the errors occur. Phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse are all examples of language components (style). Each language component's constituents are the pieces that make it up. Inside syntax, for example, one can inquire whether the error is in the main or subordinate clause; and within a clause, which constituent is impacted, such as the noun phrase, auxiliary, verb phrase, preposition, adverb, adjectives, and so on.

2) Surface Strategy Taxonomy

They (1982: 154-155), The error was categorized into four groups based on the surface strategy taxonomy. There are four types of omissions: omissions, additions, misformations, and misordering.

a. Omission

The absence of an item that must present in a well-formed utterance is characteristic by omission mistakes. Nouns, verbs, adjectives, and adverbs are all content morphemes that carry the majority of a sentence's referential meaning. Grammatical morphemes are omitted far more frequently than content words by language learners. Example:

a). Kevin is the staff of the new school.

b). Kevin, staff, new, school. (Content Morpheme)

c). Is, the, of, the. (Grammatical Morpheme)

d). Kevin is the staff of the new school. (Omission of Grammatical Morpheme *'is'*)

e). Kevin is the staff of the new. (Omission of Content Morpheme *'school'*)

b. Addition

Omission errors are the polar opposite of addition errors. They're distinguished by the presence of an item that can't be found in a well-formed utterance. Double marking, regularization, and simple addition are the three forms of addition errors.

a) Double marking

When two items are tagged for the same feature, this is known as double marking. Learners who have mastered the tensed form of both the auxiliary and the verb frequently use the marker in both cases, as in:

a. She **doesn't knows** my name

b. We **didn't went** there.

The following is the correction to the preceding sentence:

a. She doesn't know my name

b. We didn't go there.

b) Regularization

According to (Dulay et al, 1982 : 157) state that "Regularization errors in the addition category are those in which a marker that is ordinarily added to a linguistic item is incorrectly applied to exceptional items of the specified class that do not take a marker."

When students add morphemes to exceptional words, this is known as regularization mistake. Example:

a. Dears = Dear

b. Spended = Spent

c. Putted = Put

c) Simple edition

a. Third person, singular –s

The dogs does not in a park.

b. Irregular past tense

They gonna bought it.

d) Misinformation

The usage of the incorrect form of the morpheme or structure characterizes misinformation errors. When a student makes a misstatement error, he or she provides something that is wrong. Regularization mistakes, archi-forms, and alternating forms are the three types of disinformation errors.

a. Regularization error

Regularization errors that are classified as misformations are those in which a regular marker is substituted for an irregular one, such as runned for ran or gooses for geese.

b. Archi-form

A typical feature of all stages of second language learning is the selection of one member of a class of forms to represent others in the class. Example:

a). That frog

That **frogs**

b). Give me that

Me hungry

c. Alternating form

The usage of archi-forms typically gives way to the seemingly fairly open alternation of various members of a class with each other as the learner's vocabulary and grammar expand. Example:

a). Those **frog**

Those frogs

b).I **seen** her last month

   I saw her last month

e) Misordering

   The erroneous placement of a morpheme or collection of morphemes in an utterance is known as a misordering error. Example:

a. What sister is doing?

b. I don't know what is that

The correct utterance are:

a. What is sister doing?

b. I don't know what that is

3) Comparative taxonomy

   Comparisons between the structure of L2 errors and certain other types of constructs are used to classify errors in a comparative taxonomy. The two key error categories in this taxonomy are developmental errors and interlingual errors, as a result of these comparisons. Two further categories derived from the first two have been employed in comparative analysis taxonomies: ambiguous errors, which can be classified as either developmental or interlingual; and, of course, the grab bag category, other, which is neither developmental nor interlingual.

a. developmental error

   Developmental mistakes are mistakes that children who are learning the target language as their first language make. For example irds **eat** food

b. interlingual errors

The structure of an interlingual error is similar to that of a semantically equivalent phrase or sentence in the learner's native language. L2 errors that reflect native language structure are referred to as interlingual errors, independent of the internal processes or external factors that caused them.

c. ambiguous errors

Those errors that could be characterized as developmental or interlingual are referred to as ambiguous errors. This is because these errors mirror the learner's original language structure while also being similar to those encountered in children learning a first language. For instance, consider the following phrase " I have no money".

d.   Other Errors Without a grab bag for items that don't fit into any other category, few taxonomies are comprehensive. For instance, in the phrase "He do apprehensive".

4) Comparative taxonomy

The communicative effect classification looks at mistakes in terms of how they affect the listener or reader. It focuses on separating faults that appear to create miscommunication from those that do not. Faults that influence the overall order of the sentence make it difficult to communicate effectively, whereas errors that affect only one aspect of the sentence normally do not. These faults are classified into three categories:

a.   Global error

Communication is masked by global error, which inhibits learners from perceiving some components of the message. It signifies that a Global Error occurs in a statement that has a large number of violations, making it difficult to interpret.

b. Local error

Single-element (constituent) errors in a sentence normally do not obstruct communication considerably. These include mistakes with noun and verb inflections, articles, auxiliaries, and quantifier formation.

The error should be categorised in order to make this error analysis easier. According to (Richards and Schmidt, 2010 : 201), Interlingual and intralingual errors can be distinguished. An interlingual error occurs when the learner's original language causes a language transfer error. It can also be triggered by one target language item having an effect on another. For example a student's output She is comes, based on a combination of English structures She is coming, She comes (Richards and Schmidt, 2010 : 294); they (2010 : 201-202) intralingual error should be described as follows:

"Over generalizations (errors resulting from learners producing simpler linguistic rules than those found in the target language), simplifications (errors resulting from learners producing simpler linguistic rules than those found in the target language), developmental errors (those reflecting natural stages of development), and communication-based errors (errors resulting from communication strategies) were the categories used to categorize intralingual errors (structures being used too frequently)".

Language blunders can be characterized as follows, according to (Tavakoli, 2012 : 118):

- Taxonomy of surface strategies This taxonomy categorizes errors based on how surface structures are changed:

o Omission: omitting a necessary component of a valid utterance (I went to pet shop, definite article the omitted)

o Addition: putting anything in a sentence that shouldn't be there (does can she dance?)

o Misinformation: a morpheme or structure in the incorrect form (I lost my glasses, instead of thing)

o Misordering: a morpheme's improper place in a sentence (I to the café went)

According to (Ellis, 2003 : 18), omission (leaving out an item that is essential for an utterance to be regarded grammatical), addition (adding an item that is not required), misinformation (using the incorrect form of a morpheme or structure), and misordering are the four types of errors classified by surface structure (putting the words in an utterance in the wrong order). According to (James, 1998 : 304), Prepositions, articles, reported speech, singular/plural, adjectives, tenses, concord (agreement), possessive case, nouns, pronouns, word order, word choice, and spelling are among the linguistic faults described. The researcher used Dulay, et altheory .'s to categorise the errors in this study.

Table 2.1

The Different Between Mistakes And Errors

Error	Mistake
➢ In relation to the students' lack of competence ➢ The students' comprehension or competency in the target language was reflected. ➢ Deviation that is consistent. ➢ Learners who have not yet mastered the L2 rules are to blame. ➢ Because the children do not understand the correct L2 rules, they cannot self-correct.	➢ In relation to the quality of the students' work ➢ When using the target language, the pupils' temporary barrier or imperfection was reflected. ➢ Deviation that is not consistent ➢ Fatigue, a lack of focus and motivation, carelessness, and other things contribute to this condition. ➢ When students pay attention, they can self-correct.

5.4 Causes of Error

The error occurred due to a variety of factors. Interference from the native tongue is one of the most evident causes. Examining the reasons of errors is one strategy for preventing students from repeating the same mistakes.

To understand the sources of error in order to recognize the difficulties that students confront during the language learning process. According to (Taylor in Ellis, 2008 : 53), divides the sources of mistake into four groups:

1) Psycholinguistic sources are concerned with the nature of the L2 knowledge system and how learners use it in production.

2) Sociolinguistics investigates issues such as a learner's ability to adapt their language to the social setting.

3) The learners' lack of world knowledge is addressed via epistemic sources.

4) The organizing of information into a coherent "text" is an issue with discourse sources.

The cause of error can be devided into three categories namely Brown (2002:224):

a. Interlingual Interference

Interlingual interference occurs when students transfer their native language system to the target language system, resulting in errors. Interlingual interference is described as the systematic linguistic conduct of second or other language learners by Smith (1994:7).

b. Intralingual Interference

Due to its intricate framework, intralingual is a source of error in the target language. Brown is a color (2002:224). The learners have been spared from the interferences of their mother tongue in this scenario, but only while learning the target language. They

find it more difficult, and as a result of their learning, the learner appears to generalize the target system based on the data to which they are exposed.

c. Carelessness

The error of carelessness is caused by students' lack of information and pupils who purposefully make mistakes.It can be seen when pupils use a double preposition, omit a phoneme, or type incorrectly.

Table 2.2

The Different among Interlingual, Intralingual, and

Carelessness

Interlingual Interference	Intralingual Interference	Carelessness
When learners transfer their native language system into the target language system, this is referred to as interference. Interlingual interference happens when a learner seeks to learn another language and brings his local language scenario into the learning situation, for example, Indonesian kursi saying "that is chalk aniw," which is obviously incorrect. The students literally translated it from Indonesian bahasa to English. He couldn't tell the difference.	Because of its intricate architecture, interference is a source of error in the target language. Interlingual interferences are classified as follows: 1. Oversimplification 2. Ignorance of the restriction imposed by the rule 3. Incomplete rule application. 4. Hypothesis of a false idea	Carelessness is a source of error in the target language where the Learner did not make the mistake on purpose. Carelessness happens when a student does not intend to make a mistake, but the outcome reveals that he or she did. A mistake can result from incorrect writing, omission of a phoneme, or mistyping.

Meanwhile according to (Carl James, 1998 : 179-200), has a theory that is similar to Brown's in terms of the source of error:

a. Mother-tongue Influence: Interlingual Errors.

The inaccuracy is due to interference from the mother tongue. The learners' use of the target language is influenced by their native tongue's persistence.

b. Target Language Causes: Intralingual Errors.

Learners who are unfamiliar with a TL form at any level and in any lesson can perform one of two things:

a). The student can begin learning the required item by employing the appropriate learning strategies.

b). The learner can use communication tactics to try to bridge the gap.

c. Communication Strategy-Based Errors.

The blunder involves both holistic and analytic strategies. The following are some of them:

a). The term holistic strategies refers to the learners' assumptions. Approximation is the most general phrase for this.

b). Analytic strategies use allusion rather than direct reference to explain the concept: This is a form of equivocation.

d. Induced error

Refers to learner errors that are caused more by the classroom environment than by the students' lack of English grammar competence (intralingual error) or first language interference (interlingual error). They are the outcome of students being deceived by the teachers' definitions, examples, explanations, and practice chances. Material-generated errors, teacher-talk-driven errors, exercise-based errors, errors induced by pedagogical priorities, and look-up errors are all causes of errors.

Furthermore (John Norrish, 1983 : 21-26) identifies three potential sources of error:

a. Carelessness: Lack of motivation is typically a contributing factor. Many teachers would admit that it isn't necessarily the student's fault if he loses interest; perhaps the materials and/or presentation style aren't right for him.

b. First language interference: Learning a language (whether it was one's own tongue or a foreign language) was a matter of habit. The learners' words were considered to be gradually "molded" into those of the language he was learning.

c. Translation: Translation is probably where the majority of students make mistakes. This occurs because a pupil adapts his first language idiomatic expression sentence word for word into the target language.

It can be seen from the previous explanation that Norrish divides the causes of errors into three categories: carelessness, first language interference, and translation, all of which are caused by the learners or the teacher, and the method.

Based on Brown's approach, the writer uses the four main categories of cause of errors to determine the students' cause of error in this study.

6. Recount Text

According to (Mark and Kathy Anderson, 1997 : 1), Simply explained, a text is generated when words are combined to convey information. While (Hyland, 2002) states that "texts have a structure, they are orderly arrangements of words, clauses, and sentences," it can be concluded that "texts have a structure, they are orderly arrangements of words, clauses, and sentences, by following the principles which guide the correct arrangement of elements, writers can encode a full semantic representation of their intended meanings."

According to (Gerot and Wignell in, 2014 : 17), According to him, a genre is "a culturally specific text-type that comes from the use of language (written or spoken) to

(assist) accomplish something". (Gerot and Wignell, 1994 : 192-218), suggest a few different genres. Spoof, recount, report, analytical exposition, news item, story, narrative, hortatory exposition, explanation, discussion, and review are some of the examples.

According to the theory above, there are numerous genres in written language, each with its own social function. The recount text is then picked as the genre of text to be discussed in order to complete the research. The following is a more detailed explanation of the recount text.

A recount, according to (Mark and Kathy Anderson, 1998 : 24), is a text that retells past events, usually in the order in which they occurred. Its goal is to give the audience a detailed account of what happened and when it happened.

According to (Derewianka, 1990 : 14), there are five different sorts of recount texts:

1) A personal recount is a retelling of an event in which the writer was personally involved, such as a personal experience, a personal letter, a diary, entries, a journal, anecdotes, or a postcard. Personal recollections are frequently expressed in the first person (I and We) and are intended to both entertain and instruct the reader.

2) The goal of a factual recount is to accurately recollect events. Accidents, systematic study, science, news recording, and police reports are examples of everyday tasks. The emphasis is on utilizing accurate, factual, and descriptive language to provide the reader a full image of an event, experience, or accomplishment.

3) The reader is entertained by imaginative or literary recounts that recreate the events of a fictional universe as if they were true, such as fiction.

4) A procedural recount is a written account of the steps taken to complete a task or set of procedures. For instance Include a flow chart depicting the procedures required to make bread as well as the steps required to answer a mathematical issue.

5) A third-person narrator relates the story of a person's life in a biographical retelling (He, She and They). First person narration (I, We) is utilized in this case of autobiography.

1. Generic Structure of Recount Text

Recount text typically comprises three primary sections: Orientation, Sequence of Events, and Reorientation are all terms that can be used to describe how something happens.

a. Orientation: The participants, the location, and the time are all introduced during orientation. It gives you all the background information you need to understand the text. In order to get systematic and full information, the 5W inquiries (Who, What, Where, When, and Why) are used. As a result, it was necessary to write down what happened, who or what was engaged in the story, why, where, and when the events occurred.

b. Sequence of events

    This stage describes the sequence of events that occurred in the past, based on the time and location of the events.

c. Re-orientation

    It can be a personal comment of the writer to the story, or it can be an optional closing of events.

    According to (Anderson, 1998 : 24), recounts typically incorporate the following language elements are proper nouns are used to identify the characters in the text, descriptive terms that describe who, what, when, where, and how something happen, recounting the events in the past tense, words that indicate the sequence of events (for example, first, next, then).

The language features play an important role in understanding the story's point. By locating the appropriate nouns, the audience may identify those who are participating in the story. The descriptive words will provide further information about the person, time, place, setting, and story storyline. The type of text can simply be identified by looking at the tense employed; the usage of past tense indicated that the work was a recount, which always used past tense to relate past occurrences. The words that show the order of events will help the story to flow smoothly. It can be stated that the story is more engaging, alive, and methodical to read because of the linguistic qualities.

2. Example of Recount Text

Post Covid 19

Orientation

> Due to the COVID-19 pandemic, we are now more often indoors and have switched to distance learning. We have been studying from home for almost 2 years.

Event

> I have tried to make a routine at home so that I can do my schoolwork in a fairly efficient manner. Usually, I would wake up at 5:10 to get ready for the morning prayer, then make my bed. then, I will do short exercise to keep my body healthy and fit. After exercising for a while, I went to take a shower and have breakfast. Around 7:30, I would go to my study desk and open my laptop to start taking classes via zoom and doing assignments sent by the teacher. Usually I will stop around 11.50 because my mom calls for lunch. After eating competitive, then I will continue my activities back at my desk and study until 3 pm
>
> After finishing all my tasks for the day, I will go relax for a while. like listening to music or watching YouTube videos until 5 pm. Then I went to help my mom prepare dinner. We usually serve dinner at 7 after the Maghrib prayer. After dinner, I am responsible for washing dishes, around 21.00 I go to clean my face and brush my teeth to get ready for bed.

Re-orientation

> This way I can keep up the routine that I have established, to help me stay focused with my studies and have enough time to rest while at home. Making a schedule has helped me in adapting to distance learning.

B. Conceptual Framework

The research will taken place in SMP Negeri Satu Atap Kuala of Eighth grade. The conceptual framework is used to clarify the theories used in the theoretical framework of this research.

Table 2.3 Conceptual Framework

```
              ┌──────────────────┐
              │     Writing      │
              └──────────────────┘
                       │
              ┌──────────────────┐
              │  Error Analysis  │
              └──────────────────┘
                       │
           ┌──────────────────────┐
           │   Different Between  │
           │   Mistake and Eror   │
           └──────────────────────┘
              /              \
      ┌──────────┐      ┌──────────┐
      │ Mistake  │      │  Error   │
      └──────────┘      └──────────┘
                             │
                    ┌────────────────────┐
                    │  Classification of │────┐
                    └────────────────────┘    │
                             ║            ┌──────────────────────┐
                             ║            │  - Omission Error     │
                             ║            │  - Addition Error     │
                             ║            │  - Misinformation     │
                             ║            │    Error              │
                             ║            │  - Misordering Error  │
                             ║            └──────────────────────┘
                    ┌────────────────────┐
                    │    Recount Text    │
                    └────────────────────┘
```
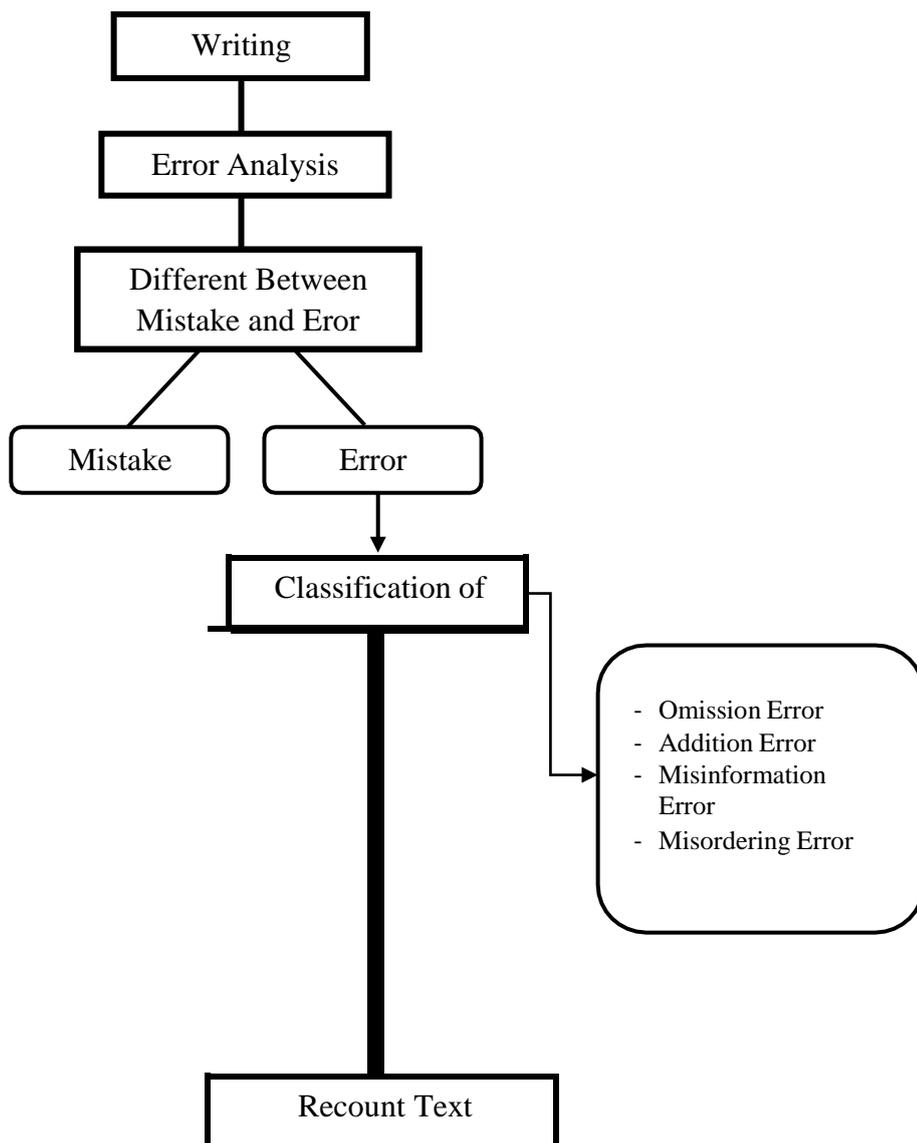
C. Previous Related Research

The following are some previous research that are relevant to this study :

1. Previous study was by Heppi Kristiani Br Ginting, Rahmawati, Petrus Purwanto (2019) " Error Analysis On Using Simple Past Tense In Writing Recount Text At The Eighth Grade Of Smp Bina Bersaudara 1 Medan " this research was discussed about error analysis on using simple past tense in writing recount text. The objective of the study were to find out the types of errors, to describe the students error, and to find out the difficulties of students on using simple past tense in writing recount text. The approach of this research is qualitative research. The instrument of this research were writing a recount text, choose the right sentence or word from a recount text, and interview. The subjects of this research were 25 students of eighth grade students of SMP BINA BERSAUDARA 1 Medan. The data was collected by students' answer sheet. The collected data was identified, calssified, analysed and interpreted based on the types of errors using theory corder's were 237 errors. The finding revealed that there are 4 types of errors. They are omission, addition,selection, and ordering. Selection was the dominant errors with 151 errors (64%), followed by ordering with 37 errors (16%), addition with 31 errors (13%), and the last was addition wirh 18 errors (7%). Based on the data analysis above, the most of students' errors was selection and the least of students' errors was addition.

2. The second previous study is "Error Analysis of Students' Recount Text Writing Junior High School Student" by Wahyu Indah Mala Rohmana and Puput Jianggimahastu (2019), in her study she analyze the problems in four skills often appear especially in writing skill. Writing has some aspects that must be structured according to the system of rules in conducting coherent arrangement of word, clauses, and sentences. Some teachers use guided writing method in developing students'

writing ability which makes student imitate and manipulate the model provided by teacher. The research analyzes semantic error in students' writing. Most of students in Junior high school have difficulties in producing well-formed sentences. The research is Class Evaluation Research using purposive sampling technique that the sample is taken from 5 students' text of third grade Junior High School Student in SMPN 1 Maospati. The objective of the study is to examine kinds of error commonly found in students' text writing. The analysis revealed that Junior High School students' writing difficulties are commonly in the grammatical prerequisites, lexical semantic property and often interlanguage interference in translation from the first language structure. The numerous errors also include the innapropriate use of the word and grammar in certain context or the form of the sentences. Based on the findings, suggestion for the teachers and students are given. The study concludes that the teacher should teach lexical semantic sense relation, focusing on the correct usage of the verbs and also emphasizing on the grammatical sense

D. Hyphothesis

Hypothesis are short-term solutions to problems that must be validated. Hypothesis in this research are :

1. Addition has a positive effect on the recount text.

2. Omission has a positive effect on the recount text.

3. Misinformation has a positive effect on the recount text.

4. Misordering has a positive effect on the recount text.

CHAPTER III

METHOD OF RESEARCH

A. Location of research

The research was conducted at SMP Negeri 4 Satu Atap Kuala. This research focused on the first semester of the new academic year 2021/2022 and eight grade students. This location was chosen because the researcher had done an internship or Professional Linking Program 3 (PLP 3) at the school for several weeks. The focused of the study chosen by the researcher is related to the research being studied at this time. With this, the information needed to answer the research problem is obtained at the school.

B. Research Design

The design of this research used descriptive quantitative research. According to Sugyono (2017: 8), method quantitative research is a research approach that is founded on the positivist philosophy and is used to conduct research on a specific population or sample, collect data using research instruments, and analyze quantitative or statistical data in order to test a hypothesis. Descriptive quantitative research in this study was carried out to determine the value of the independent variable, either one or more variables (independent) without making comparisons or connecting with other variables.

There are four types of errors that have been found in writing. They are omission, addition, misinformation, and misordering. In this study, the researcher analyzed errors in writing mistakes made by eighth-grade students at SMP Negeri 4 Satu Atap Kuala. After getting the data, the researcher analyzed and investigated the student's errors that occurred in writing the recount text and the types of errors they made.

C. Research Respondent

The respondent is the whole subject of research by Arikunto (2010: 173). "If the population is less than 100, it is advisable to take the entire population as a sample; if the population is more than 100, the sample can be taken 10-15 percent, 20-25 percent, or more," according to Arikunto (2006:134). The sample size was set at 20% based on this idea. As a result, the total number of students in the sample would be 27. Students are randomly selected from the student attendance list during the sampling procedure.

The students in this study were from class VIII of SMP Negeri 4 Satu Atap. Several factors led to the selection of Class VIII 1-3 as the sample. When the degree of writing ability is really low, the sampling technique for each class is increased by up to 25%, and the data is displayed as follows:

Table   3.1
Research Sample

No.	Class	Total	Sample
1.	VIII 1	36	9
2.	VIII 1	37	9
3.	VIII 1	37	9
Total		108	27

D. The Instrumental for Collecting Data

In this study, a written test was used by the researchers to obtain data. The instrument of this research is to write a recount text. To find out what errors the students made, use this method.

E. The Technique for Collecting Data

The data for this research was gathered from the students' compositions. The researcher performed the following steps to gather data:

1. The researcher were asked the students to write a recount text.

2. The researcher offered the participants 60 minutes to complete the test.

3. Researchers get assignments and examine the types of errors students made when creating recount text.

F. The Technique of Analysis Data

Data analysis is a crucial element in conducted research. The descriptive quantitative technique used to analyze the data and the procedures for delivering the test would be as follows:

Table 3.2

The criteria of kinds of error

Kinds of error	Criteria
Error of Omision	Element should be presented but it is ommited.
Error of Addition	Element should not be presented but it is presented.
Misinformation	In place of another grammatical form, one grammatical form is used.
Misordering	Wrongly sequence.

(James, 1998)

The researcher examined the data in this study by using a Step of Error Analysis based on Gass and Slinker (1994) to find the errors in the eighth grade of SMP Negeri 4 Satu Atap:

1. Identifying the Error: Every inaccuracy made by students in the usage of the past tense in writing recount text was noticed and a list was compiled by the researcher.

2. All of the students' faults in the usage of the past tense in producing recount texts were categorized by the researcher into several types of errors.

3. The researcher tallied the results of the classification of types of errors to determine the most common error in recount text written by students by using the following formula based on Sudjono's (2004): 43:

$$X = \frac{F}{N} \text{ x } 100\%$$

F= Number of the subcategory errors

N= Total of the all categories errors

X= The error of percentage

4. Analyzing source of Error: It was utilized to fix all faults committed by pupils in the usage of the past tense in composing recount material, which were then mended into correct sentences.

CHAPTER IV

DATA AND DATA ANALYSIS

A. DATA

The data was taken from the student's task to made a recount text. The researcher discussed how students describe errors in their sentence structure in an English text writing assignment that focused on several forms of errors. The types of errors are omission, addition, misinformation, and misordering. Here are their results from the best.

Table 4.1

The student's types of error

No.	Initial name	Types of error				Total error
		Omission	Addition	Misinformation	Misordering	
1.	EFT	-	-	6	2	8
2.	BG	4	-	8	-	12
3.	RA	-	-	10	-	10
4.	YU	-	-	13	-	13
5.	DP	-	-	8	-	8
6.	RG	-	-	10	-	10
7.	J	-	-	5	-	5
8.	PAP	-	-	6	-	6
9.	AR	1	-	4	-	5
10.	AA	-	-	4	1	5
11.	DH	1	-	5	1	7
12.	APW	-	-	9	2	11
13.	COS	-	1	2	2	5
14.	AP	1	1	4	-	6
15.	NAA	-	-	6	1	7
16.	RH	-	-	2	1	3
17.	ZS	-	-	6	-	6
18.	RR	-	-	4	1	5
19.	MT	-	-	6	-	6
20.	NR	-	-	8	-	8
21.	MS	-	-	5	1	6
22.	API	-	-	11	-	11
23.	WAL	-	-	7	-	7
24.	MCS	-	-	7	-	7

25.	DY	-	-	4	1	5
26.	MRA	-	-	6	-	6
27.	MIS	-	-	12	-	12
	total	7	2	177	14	200

From the research shown in the table above, the total number of errors produced by students is 200, as shown in the table below. It shows that the occurrences of omission errors were 7, the occurrences of addition errors were 2, the occurrences of misformation errors were 177, and the occurrences of misordering errors were 14. The occurrences totaled 200.

B. DATA ANALYSIS

1. Types of Error

As it had been mention above, error had four different types, such as : error of omission, error of addition, error of misinformation, error of misordering.

Table 4.2

Identification of Error

No.	Initial Name	Identification of Error	Reconstruction	Total Error
1.	EFT (8-2)	1. Misinformation : i can meet friends and teachers even though only twice 2. Misinformation : and every morning i wake up at 6 am.	1. Misinformation : I can met my friend and teacher even though only twice. 2. Misinformation : and every morning I woke up at 6 A.M.	**8**

		3. Misinformation : i immediately make my bed 4. Misordering : after i finish then i take a shower. 5. Misinformation : i immediately change into my school uniform. 6. Misinformation : then i go to school at 7.30 7. Misordering : after i arrived at school I then cleaned the class. 8. Misinformation : and the lesson would start	3. Misinformation : I immediately made my bed. 4. Misordering : After finished then i took a showered. 5. Misinformation : I immediately changed into my school uniform. 6. Misinformation : then I went to school at 7.30 A.M, 7. Misordering : after I arrived at school, then I cleaned the class. 8. Misinformation : and the lesson would started	
2.	BG (8-2)	1. Ommision : wo ore nowstaying at home 2. Misinformation : I would wake up at.30 am and make my bed. 3. Misinformation : I wold doa short workout. 4. Misinformation : I would take a shower and have breakfast.	1. Ommision : We are now stayed at home 2. Misinformation : I would woke up at 6.30 A.M and made my bed. 3. Misinformation : I would did a short workout. 4. Misinformation : I would took a showered and had breakfast.	**12**

		5. Misinformation : I go to my desk and open my laptop. 6. Ommision : thi assigments sent to mi by my teachers. 7. Misinformation : aftrer finishing all my assigments for thi day 8.Misinformation : my mom would be preparing dinner so I would help hir. 9. Ommision : wi would serve dinner at around 7 pm 10. Misinformation : I would do thi dishis, take a shower and brush my teeth. 11. Misinformation : and go to sleep. 12. Ommision : it helped mi stay focus with my studi while at home	5. Misinformation : I went my desk and opened my laptop. 6. Ommision : the assigments send to me by my teacher. 7. Misinformation : after finishing all my assigments for this day. 8.Misinformation : My mom would be preparing dinner, so I would helped her. 9. Ommision : we would served dinner at around 7 P.M 10. Misinformation : I would did the dishes, took a showered and brushed my teeth. 11. Misinformation : and went to slept. 12. Ommision : it helped me stayed focused with my studied while at home	

3.	RA (8-2)	1. Misinformation : I wake up in the morning at 05.30 wib.	1. Misinformation : I woke up in the morning at 05.30 A.M.	**10**
		2. Misinformation : after that I hake a shower and immediately do house work such as cleaning the bed.	2. Misinformation : after that I took a shower and immediately do house work such as cleaned the bed.	
		3. Misinformation : after I finish	3. Misinformation : after I finished	
		4. Misinformation : me and my friends feel it is ineffective to study	4. Misinformation : Me and My friends felt it is ineffective to studied	
		5. Misinformation : because we have to always use gadgets.	5. Misinformation : because we had to always used gadget.	
		6. Misinformation : every time there is school work a little bit i use it to find answers	6. Misinformation : every time there is school work a little bit I used it to found answered.	
		7. Misinformation : we go to school	7. Misinformation : We went to school	
		8. Misinformation : usually I immediately get ready to wash the dishes, take a shower and pray magrib.	8. Misinformation : usually I immediately get ready to washed the dishes, took a showered and prayed	

		9. Misinformation : after all I have dinner and get ready for bed 10. Misinformation : after that all done I do I can keep this routine.	magrib. 9. Misinformation : after all I had dinner and got ready for bed 10. Misinformation : after that all done I did I could kept this routine.	
4.	YU (8-2)	1. Misinformation : I wake up at 05.00 2. Misinformation : after i finished i immediately did my homework and got ready to do my school work. 3. Misinformation : such as studying and other taks. 4. Misinformation : my friends and i feel it is ineffective to study 5. Misinformation : because we have to alwys use gadgets all the time. 6. Misinformation : the use of gadgets makes me eddicted 7. Misinformation : every	1. Misinformation : I woke up at 05.00 A.M. 2. Misinformation : After I finished I immediately did my homework and got ready to did my school work. 3. Misinformation : such as studied and other taks. 4. Misinformation : My friends and I felt it is ineffectived to studied 5. Misinformation : because we had to always used gadget all the time. 6. Misinformation : the used of gadget makes me addicted	**13**

| | | time there is school work at least i use the gadgets to find the answer to the task.
8. Misinformation : its all gradutiol from 2019 the present.
9. Misinformation : I usually just watch TV and isten to music.
10. Misinformation : sometimes also watch videos from youtube graduang until 17.00 wib.
11. Misinformation : I immediately prepared to wash dishes, take a shower, and pray magrib.
12. Misinformation : then I have and get ready to sleep.
13. Misinformation : after that all I do, I can keep this routine | 7. Misinformation : every time there is school work at least I used the gadget to find the answer to the tasked.
8. Misinformation : it is all graduted from 2019 the presented.
9. Misinformation : I usually just watched TV and listened to the music.
10. Misinformation : sometimes also watched videos from youtube until 17.00 P.M.
11. Misinformation : I immediately prepared to washed dishes, took a shower, and prayed magrib.
12. Misinformation : then I had and get ready to sleep.
13. Misinformation : a After that all I do, I can kept this routine | |
| 5. | DP (8-2) | 1. Misinformation : we have | 1. Misinformation : We had | **8** |

		been studying from home for almost 2 years. 2. Misinformation : I have tried to make a routine at home 3. Misinformation : I would wake up at 5.10 to get ready for the mirning prayer 4. Misinformation : then make my bed then i will do short exercise to keep my body healthty and fit after excercising. 5. Misinformation : for a while i went to make a shower and have breakfast around 7.30. 6. Misinformation : I would go to my study desk and open my laptop 7. Misinformation : after that all I do, I can keep this routine. 8. Misinformation : Stay focused with my studies and	been studied from home for almost 2 years. 2. Misinformation : I had tried to make a routine at home 3. Misinformation : I would woke up at 5.10 A.M. to got ready for the morning prayered 4. Misinformation : then made my bed, I would do shorted exercise to kept my body healthty and fit after exercised. 5. Misinformation : for a while I went to took a showered and had breakfast around 7.30 A.M. 6. Misinformation : I would went to my studied desk and opened my laptop 7. Misinformation : after that all I did, I can kept this routine. 8. Misinformation : Stay	

		have enough time to rest while at time	focused with my studied and had enough time to rested while at time	
6.	RG (8-2)	1. Misinformation : after that i went to the bathroom to wash my face around 7.45. 2. Misinformation : after shower i had breakfast 3. Misinformation : I immediately studied through whatsaap an did my homework 4. Misinformation : the task given by the teacher to the group is about 2 hours i study 5. Misinformation : after that i watch television. 6. Misinformation : I take a nap around two in the afternoon 7. Misinformation : I wake up and play with friends, after that I go home and at	1. Misinformation : After that I went to the bathroom to washed my face around 7.45 A.M. 2. Misinformation : after showered I had breakfast 3. Misinformation : I immediately studied through WhatsAap and did my homework. 4. Misinformation : The task gave by the teacher to the group is about 2 hours I studied 5. Misinformation : After that I watched television 6. Misinformation : I took a nap around two hours in the afternoon. 7. Misinformation : I woke up and played with my friends, after that I went to	**10**

		.30 I take a shower and watch television. 8. Misinformation : before sunset i pray, after prayer I study and eat 9. Misinformation : after that watch television around 21.30 10. Misinformation : I go to bathroom, wash my face, wash my foot, brush my teeth and go straight to my room to sleep.	home and at 5.30 P.M I took a showered and watched television. 8. Misinformation : before sunset i prayed, after prayer I studied and ate. 9. Misinformation : After that, watched television around 21.30 P.M. 10. Misinformation : I went to bathroom, washed my face, washed my foot, brushed my teeth and go straight to my room to slept.	
7.	J (8-2)	1. Misinformation : I rarely go to school 2. Misinformation : I don't do much activity at home. And yes, i go to school just to collect assigments. 3. Misinformation : in the morning i clean the house 4. Misinformation : doesn't forget to eat and drink, also take a shower. Don't go to	1. Misinformation : I rarely went to school 2. Misinformation : I didn't do much activities at home. And yes, I went to school just to collected assigments. 3. Misinformation : in the morning I cleaned the house 4. Misinformation : doesn't forgot to ate and drank, also took a showered. Didn't go	**5**

		school	to school	
		5. Misinformation : my activities daring the day are more or less, playing HP+ doing assigments	5. Misinformation : My activities during the day are more or less, played my Handphone and doing assigments	
8.	PAP (8-2)	1. Misinformation : it has high risk that the virus will spread among student and teacher	1. Misinformation : it has high risked that the virus would spread among student and teacher	**6**
		2. Misinformation : I enjoyed so much having most of the time at home.	2. Misinformation : I enjoyed so much had most of the time at home.	
		3. Misinformation : I could wake up late in the morning	3. Misinformation : I could woke up late in the morning	
		4. Misinformation : I did not have to feel the traffic jam	4. Misinformation : I did not had to felt the traffic jam	
		5. Misinformation : though, my teachel still gave us some assigments	5. Misinformation : though, my teacher still gave us some assigments	
		6. Misinformation : but the different wa we submette them online	6. Misinformation : but the different we are submitted them online	
9.	AR (8-2)	1. Misinformation : in the morning I wake up at 05.00	1. Misinformation : In the morning I woke up at 05.00	**5**

		wib 2. Misinformation : after getting up I take a shower and have breakfast 3. Ommision : i go to school until school go straight to class and lessons are about to start 4. Misinformation : I come home from scholl at 10.05 5. Misinformation : after I come home from school I have lunch after lunch I go to play with my friends.	AM. 2. Misinformation : After getting up, I took a showered and had breakfast 3. Ommision : I went to school until school go straight to class and lessons are about to started. 4. Misinformation : I came home from school at 10.05 A.M. 5. Misinformation : After I came home from school I had lunch, after lunch I went to played with my friends.	
10.	AA (8-1)	1. Misinformation : it was a pandemi 2. Misinformation : since our online school was having a hard time learn because it is difficult to again knowledge 3. Misinformation : since one mont of online learning	1. Misinformation : it was a pandemic 2. Misinformation : Since our online school was had a hard time learned because it is difficult to got knowledge 3. Misinformation : since one month of online learning	**5**

		4. Misinformation : but in a week we go to school 5. Misordering : but in a week we go to school, but in a week	4. Misordering : but only in a week We went to school 5. Misordering : but only in a week we go to school	
11.	DH (8-1)	1. Misinformation : Study at home 2 Misinformation : student do not know theri friends teachers and make learning not fun 3. Misinformation : because there are no friend at home and want to go to school as usual 4. Misinformation : school should be better than home/ remeto shool 5. Misordering : because the covid 19 pandemic has not dcreased has not decreased 6. omission : its best iI we study at home 7. Misinformation : so that the covid 19 pandemic wiil	1. Misinformation : Studied at home 2 Misinformation : student did not know there friends, teachers and made learned not fun 3. Misinformation : because there are no friend at home and wanted to went to school as usual 4. Misinformation : school should be better than home remeto school 5. Misordering : because the COVID19 pandemic had not decreased 6. omission : its best if we studied at home 7. Misinformation : so that the COVID19 pandemic	**7**

		quickly recover and we can go to shool as usual.	would quickly recovered and we could went to school as usual.	
12.	APW (8-1)	1. Misordering : I am at home trying to do activities at home 2. Misinformation : I study at home 3. Misinformation : helping my parents and studying at home . 4. Misinformation : I usually wake up in the morning at 5.30 to go to school. 5. Misinformation : I'm ready to take a shower and have breakfast I don't go to school but study online 6. Misinformation : after I am study and do all the assignments 7. Misinformation : I immediately take a shower ready to take a shower I	1. Misordering : At home I tried to did activities. 2. Misinformation : I studied at home 3. Misinformation : helped my parents and studied at home . 4. Misinformation : I usually woke up in the morning at 5.30 A.M to went to school. 5. Misinformation : I'm ready to took a showered and had breakfast I don't went to school but studied online 6. Misinformation : After I am studied and do all the assignments 7. Misinformation : I immediately took a shower after that I helped my	**11**

		help my mother prepare dinner I also pray magrib 8. Misordering : I'm ready to pray magrib I have dinner with my family 9. Misinformation : after eating I go to recite the koran, there I learn the koran and playing with my friends 10. Misinformation : after I'm ready to recite I clean my face and brush my teeth 11. Misinformation : and I also have to focus on my online school	mother prepared dinner and I also prayed magrib 8. Misordering : After ready to prayed magrib I had dinner with my family 9. Misinformation : After eating I went to recite the newspaper there I learned the newspaper and playing with my friends 10. Misinformation : after I'm ready to recited I cleaned my face and brushed my teeth 11. Misinformation : and I also had to focused on my online school	
13.	COS (8-1)	1. Misinformation : After covid 19 I have started coming to school 2. Misordering :I also have I wake up almast 6.30 am 3. Misordering : I'm old get up so long 4. Misinformation : also	1. Misinformation : After COVID 19 I had started coming to school 2. Misordering :I also had woke up almost 6.30 A.M 3. Misordering : I'm also get up so long 4. Misinformation : Also	**5**

		really want to go to school as usual supaya I can study harder 5. Addition : I also want to achieve top ten big and I want too proud to my two parents	really want to went to school as usual so I can studied harder 5. Addition : I also wanted to achieved top ten and I wanted to proud to my parents	
14.	AP (8-1)	1. Misinformation : in the morning at 6.30 I wake up early 2. Ommision: to go to school at 6.40 3. Misinformation : I eat and at 06.55 I take a shower to go to school 4. Misinformation : I wear my uniform and at 07.20 I go to school and arrive at 07.30 and I walk to my class 5. Misinformation : I arrived inside I put my bag 6. Addition : and the school bell ray and I and my friends	1. Misinformation : In the morning at 6.30 A.M I woke up early 2.Ommision : then I went to school at 6.40 A.M, 3. Misinformation : I ate and at 06.55 A.M I took a shower went to school 4. Misinformation : I wore my uniform, and at 07.20 A.M I went to school, and arrived at 07.30 A.M and I walked to my class 5. Misinformation : I arrived inside I putted my bag 6. Addition : and the school bell ray, me and my friends	**6**
15.	NAA (8-1)	1. Misinformation : I woke	1. Misinformation : I woke	**7**

		up in the morning it 05.00 Wib	up in the morning it 05.00 A.M	
		2. Misinformation : because we have to use gadgets all the time	2. Misinformation : because we had to used gadget all the time	
		3. Misinformation : I use gadgets at leats, to find the answer to the task	3. Misinformation : I used gadget at leats, to found the answer to the tasked	
		4. Misinformation : we went to school face to fake aven though it wasn't full	4. Misinformation : We went to school face to face even though it wasn't fulled	
		5. Misordering : I usually go straight to wat ching music and listening to music	5. Misordering : I usually go straight to watched videos and listened to music	
		6. Misinformation : it lasts until 17.00 Wib. I immediately got ready to wash the bath plates	6. Misinformation : it last until 17.00 P.M. I immediately got ready to washed the bath plates	
		7. Misinformation : after all that I have done	7. Misinformation : after all that I had done	
16.	RH (8-1)	1. Misordering : I wake up eary for school onlin I wake up. After I wake up I take a shower first and get ready	1. Misordering : I woke up early for online school. After that I took a showered first and got ready	**3**
		2. Misinformation : I go to	2. Misinformation : I went	

		play with my friend	to played with my friend	
		3. Misinformation : after I have prepared tomorrow schedule then I will sleep	3. Misinformation : after I had prepared tomorrow schedule then I would slept.	
17.	ZS (8-1)	1. Misinformation : I will also watch TV or play online games. 2. Misinformation : I usually wake up at 07.00 wib and immediately go to the dining table for breakfast. 3. Misinformation : I also help my mother wash dishes, sweep the floor, or look after my sister at home. Sometimes I will meet up with friends. 4. Misinformation : we have to stay at home on vacation. 5. Misinformation : But I enjoy my time because I can be with my family ever day 6. Misinformation : we hope to stay healty until this	1. Misinformation : I would also watched TV or played online games. 2. Misinformation : I usually woke up at 07.00 A.M. and immediately went to the dining room for breakfast. 3. Misinformation : I also helped my mother washed dishes, sweap the floor, or look after my sister at home. Sometimes I would met up with friends. 4. Misinformation : we had to stayed at home on vacation. 5. Misinformation : But I enjoyed my time because I could be with my family every day	**6**

		pandemic is over	6. Misinformation : we had to stayed at home we hope to stayed healty until this pandemic is over	
18.	RR (8-1)	1. Misinformation : me and my frinds go to the beach and apter arreving at tehe beach . we are take a bath and then we go to eat. 2. Misordering : after that we decid to back go to respective our homes. 3. Misinformation : when I get home, I help my mom clean the house. 4. Misinformation : then I go to watch tv with my brother and grandmother. 5. Misinformation : I go to bathroom, wash my face, brush my teeth and willto sleep.	1. Misinformation : Me and My friends went to the beach and after arrived at the beach . we are swimming and then we went to ate. 2. Misordering : after that we decided to go back to our respective homes 3. Misinformation : when I got home, I helped my mom cleaned the house. 4. Misinformation : then I went to watched TV with my brother and grandmother. 5. Misinformation : I went to bathroom, washed my face, brushed my teeth and would to slept.	**5**
19.	MT (8-3)	1. Misinformation : on	1. Misinformation : On	**6**

		monday at 5.30 i wake up to go to school	Monday at 5.30 A.M I woke up then went to school.	
		2. Misinformation : i wake up clean the bed after cleaning the bed I go to the bathroom to take a shower in the morning	2. Misinformation : I woke up and cleaned the bed. After cleaning the bed I went to the bathroom to took a shower in the morning.	
		3. Misinformation : ready to take a shower in the morning I wear white and blue school clothes.	3. Misinformation : Ready to took a showered in the morning I wore white and blue school clothes.	
		4. Misinformation : I rushed to put on my shoes and go to school.	4. Misinformation : I rushed to put on My shoes and went to school.	
		5. Misinformation : I'm happy to meet my friends and my teacher.	5. Misinformation : I'm happy to met My friends and My teacher.	
		6. Misinformation : I can learn and play long at school	6. Misinformation : I could learned and played long at school	
20.	NR (8-3)	1. Misinformation : to clean the house	1. Misinformation : to cleaned the house	**8**
		2. Misinformation : usually I sweep, wash dishes and	2. Misinformation : usually I swept, washed dishes and	

		clean my bed	cleaned my bed	
		3. Misinformation : after that I take a shower to get ready for school	3. Misinformation : After that, I took a showered to got ready for school	
		4. Misinformation : I listen to my teacher explanation and do the assigments given	4. Misinformation : I listened to my teacher explanation and do the assigments gave	
		5. Misinformation : I usually go to my room and play with my cellphone around 2 pm	5. Misinformation : I usually went to My room and played with My cellphone around 2 P.M	
		6. Misinformation : after i play with my cellphone i clean my house again	6. Misinformation : After I played with My cellphone I cleaned my house again	
		7. Misinformation : i usually go to my room and play on my cellphone until 7 pm	7. Misinformation : I usually went to My room and played on My cellphone until 7 P.M	
		8. Misinformation : because I go to school I Sunday 2 times	8. Misinformation : because I went to school on Sunday 2 times	
21.	MS (8-3)	1. Misinformation : Today school is closed because of korcha	1. Misinformation : Today school is closed because of coronavirus	**6**

		2. Misinformation : I'm at home playing mobile phone, watch TV and go out to download play, after playing I go home 3. Misinformation : I told my mother to buy chili and coconut. 4. Misordering : To the shop. Home from my shop 5. Misinformation : sweep the house and wash the dishes 6. Misinformation : after taking a shower, I wait for the adhan and prayed	2. Misinformation : I'm at home playing mobile phone, watched TV and going out to download play, after playing I went home 3. Misinformation : I told my mother to bought chili and coconut. 4. Misordering : To the shop. After came home from the shop 5. Misinformation : swept the house and washed the dishes 6. Misinformation : After taking a showered, I'm waiting for the adzan and prayered	
22.	API (8-3)	1. Misinformation : I don't leave the house because of the corona outbreak. 2. Misinformation : This pandemic is getting so bad that I spend time play games or watch youtube with my	1. Misinformation : I did not leave the house because of the corona outbreak. 2. Misinformation : This pandemic is getting so bad that I spend time played games or watched youtube	**11**

		sister.	with my sister.	
		3.. Misinformation : My mother buy me a new cell phone because all my crasses and schoolwork are online.	3. Misinformation : My mother bought me a new cell phone because all my crasses and schoolwork are online.	
		4. Misinformation : She told me that it was better to study alone at home or play online games than to play outside.	4. Misinformation : She told me that it was better to studied alone at home or played online games than to played outside.	
		5. Misinformation : I usually wake up at 6.30 in the morning and take a shower when my mother telss me to	5. Misinformation : I usually woke up at 6.30 A.M. in the morning and took a showered when my mother tells me to	
		6. Misinformation : watch youtube or play online games.	6. Misinformation : watched youtube or played online games.	
		7.Misinformation : Sometimes I also help my mother wash the dishes, sweep the floor, ord do my own laudry.	7. Misinformation : Sometimes I also helped my mother wash the dishes, sweap the floor, or do my own laudry.	
		8. Misinformation : I really	8. Misinformation : I really	

		miss school and friends. 9. Misinformation : Maybe to another people, it looks really boring because we have to stay at home on vacation 10. Misinformation : I enjoy my time because I can be with my family ever day. 11. Misinformation : And most importantly, we hope to stay healty until this pandemic is over.	missed school and friends. 9. Misinformation : Maybe to another people, it looks really bored because we had to stayed at home on vacation 10. Misinformation : I enjoyed my time because I could be with my family every day. 11. Misinformation : And most importantly, we hope to stayed healty until this pandemic is over.	
23.	WAL (8-3)	1. Misinformation : usually before I go to bed I will tidy up my books and my uniform 2. Misinformation : after I'm ready to clean up everyting, I'm just going to sleep and in the morning I'm up at 6.30 3. Misinformation : I wash my face then I wash the	1. Misinformation : usually, before I went to bed I would tidy up my books and my uniform 2. Misinformation : After I'm ready to cleaned up everyting, I'm just went to slept and in the morning I'm woke up at 6.30 A.M 3. Misinformation : I washed my face then I	**7**

		dishes and clean up the house usually I'm ready to clean up in the morning at 7.00 4. Misinformation : then I will immediately take a shower and wear clothes and have breakfast 5. Misinformation : I go to school at 7.30 and I go to school, don't forget to wear a mask 6.Misinformation : and I will enter and the school will ring the bell at 7.0 there will be a teacher who enters the class 7. Misinformation : teacher will enter my class	washed the dishes and cleaned up the house. Usually I'm ready to cleaned up in the morning at 7.00 A.M 4. Misinformation : then I would immediately took a showered and wore clothes and had breakfast, 5. Misinformation : I went to school at 7.30A.M and don't forget to wore a mask. 6.Misinformation : and I would entered and the school would rang the bell at 7.40 A.M there would be a teacher who entered the class 7. Misinformation : teacher would entered my class	
24.	MCS (8-3)	1. Misinformation : we goto school 2 times a week 2. Misinformation : we goto school on tuesday and Friday, and usually we	1. Misinformation : We went to school 2 times a week 2. Misinformation : We went to school on Tuesday	**7**

		come in at 7.30	and Friday, and usually we	
		3. Misinformation : and when I goto school I usually wake up at 5.40 and after that I make my bed and go to the bathroom to take a shower and get ready for school	came in at 7.30 A.M	
		4. Misinformation : at the intersection to go home and arrived home at about 10.12	3. Misinformation : and when I went to school I usually woke up at 5.40 A.M and after that I made my bed and went to the bathroom to took a showered and got ready for school	
		5. Misinformation : I went to play with my friends	4. Misinformation : at the intersection went to home and arrived home at about 10.12 A.M	
		6. Misinformation : I want to watch TV or play on cellphone at around 11.1 am	5. Misinformation : I went to played with my friends	
		7. Misinformation : I went to sleep and before sleep I pray and after that I sleep	6. Misinformation : I want to watched TV or played on cellphone at around 11.1 A.M.	
			7. Misinformation : I went to slept and before slept I prayed, and after that I slept	
25.	DY (8-3)	1. Misordering : after cleaning the room the bell	1. Misordering : After cleaning the room the bell	**5**

		rang after the room the bell rang after the bell rang after the room the bell rang after the bell rang we went in 2. Misinformation :to come to my office 3. Misinformation : student who wear masks please stay on the beneh 4. Misinformation : is already on its whay 5. Misinformation : al students in the room	rang and We went in 2. Misinformation : to came to My office 3. Misinformation : student who wore masks please stayed on the chair 4. Misinformation : is already on its way 5. Misinformation : all students in the room	
26.	MRA (8-3)	1. Misinformation : I wake up at 7.16. after I wake up i take a shower and have breakfast. 2. Misinformation : After a shower and break I go to school when I arrive at school. 3.. Misinformation : I come home from school at 10.25. 4. Misinformation : after I came home from school I	1. Misinformation : I woke up at 7.16 A.M. After I woke up I took a showered and had breakfast. 2. Misinformation : After a showered and break I went to school when I arrived at school. 3. Misinformation : I came home from school at 10.25 A.M. 4. Misinformation : After I	**6**

		have lunch. 5. Misinformation : I took a shower and eat I do my homework 6. Misinformation : after i'm ready I go to sleep.	came home from school I had lunch. 5. Misinformation : I took a showered and ate. I did my homework. 6. Misinformation : after I'm ready I went to slept.	
27.	MIS (8-3)	1. Misinformation : and have swiched to distance learning 2. Misinformation : it has been two weeks of learning From home 3. Misinformation : I have tried to develop a routine 4. Misinformation : I would wake up at 6.30 am and make my bed 5. Misinformation : I would do a short workout to have my body moving. 6. Misinformation : once I finish my workout, I would to take a shower and have breakfast	1. Misinformation : and had swiched to distanced learning 2. Misinformation : it had been two weeks of learned from home 3. Misinformation : I had tried to developed a routine 4. Misinformation : I would woke up at 6.30 A.M and made my bed 5. Misinformation : I would did a short workout to had my body moved. 6. Misinformation : once I finished my workout, I would to took a showered and had breakfast	**12**

		7. Misinformation : I would to go my desk and open my laptop to start working on the assignments sent to me by my teacher	7. Misinformation : I would went my desk and opened my laptop to started working on the assignments send to Me by my teacher	
		8. Misinformation : because my mom would call us for lunch	8. Misinformation : because My mom would called us for lunched	
		9. Misinformation : I would to relax	9. Misinformation : I would to relaxed	
		10. Misinformation : I would help her. We would serve dinner at aroud 7.00 pm	10. Misinformation : I would helped her. We would served dinner at around 7.00 P.M	
		11. Misinformation : take a shower and brush my teeth	11. Misinformation : took a showered and brushed my teeth	
		12. Misinformation : and then go to sleep	12. Misinformation : and then went to slept	

Based on the table above, there were types of error found on the students writing in recount text. They made this error because the did not understand well how to arranging a good sentence in English and how to use the structure correctly. There are some kinds of error found by researcher. There were error of ommisison of plural and singular (s/es). Here is an example of error of omission of be that the researcher got from the data. The

sentence was " then go to school at 6.40". The sentence is grammatically wrong because there is no be in the sentence. The sentence should be "then I went to school at 6.40 A.M". Misinformation means that the students used of the wrong form of the morpheme or structure. The example of students error on misinformation was " I go to school" this sentence is wrong because the verb in the past form of go was went. It should be " I went to school". Error addition was characterizes by the presence of an item, which must not appear in a well-formed. As an example was "I also want to achieve top ten big and I want too proud to my two parents" this sentence was wrong because it added "big and too" in the sentence. It should be "I also wanted to achieved top ten and wanted to proud to my parents". The last, students error on misordering, here is the example of misordering. "I'm ready to pray magrib I have dinner with my family". This sentence should be "After ready to prayed magrib I had dinner with my family". This caused the student often put the sentence in a wrong order.

Following the determination of student errors, the percentage of all sorts of errors was calculated to determine the dominating type of error. There were 6 instances of omission, 2 instances of addition, 180 instances of misformation, and 13 instances of misordering. And, as indicated in the table below, the percentage of each sort of error can be reported. The formula is as follows:

$$X = \frac{F}{N} \text{ x } 100\%$$

F= Number of the subcategory errors

N= Total of the all categories errors

X= The error of percentage

Table 4.3

Data analysis about the percentage of error

No.	Types of error	Total	$X = \frac{F}{N}$x 100%
1.	Omission	7	3,5%
2.	Addition	2	1%
3.	Misinformation	177	88,5%
4.	Misordering	14	7%
	Total	200(N)	100%

C. The Findings

After analyzing the data, it was found that :

1. The occurance of omission error was 7, the occurance of addition error was 2, the occurrence of misformation error was 177 and the occurances of misordering error was 14. Occurrences which totaled was 200.

2. The most dominant error made by students in writing recount text was 177 occurrences or about 88,5 % in misinformation.

3. The most common error was a misinformation error, which occurred 177 occurrences. The error resulted from incorrectly typed phonemes misinformation or mistyping.

4. In this study, it can be seen that the level of student ability is very different from before learning from home. What we know is that before online learning, the teaching and learning process was very stable and the level of student ability was also quite good. In previous research by Erma Harlina (2021) in her article that discusses recount text, it was also explained that the level of student ability. The Teaching and Learning Process (TLP) was well-executed by the researchers, resulting in the achievement of the desired outcome. Students are given the opportunity to communicate ideas and views regarding the contents of a well-heard oral recall text using Absorb Learning.

Because students actively answer questions and retell using their own words or sentences, learning to read spoken recount text becomes enjoyable. In comparison to traditional learning, learning activities are more student-centered. Approximately 80% of kids are already involved in some way. This is exactly what the teacher anticipates. Learning with Absorb Learning can improve students' capacity to interpret recall material orally, according to data analysis and research findings.

However, this does not apply when online learning is carried out or after online learning. The level of student ability decreased drastically. This becomes an obstacle for them to follow the teaching and learning process properly. This shows that the level of students' ability in English subjects is indeed very low. but it is increasing because of the distance learning that was carried out during this covid 19 which resulted in many students who had low grades to misunderstandings which were still very far from what they should have been. Therefore, this study shows that it is necessary to conduct research in schools because it will be very able to help prevent problems that are left unattended.

As shown in the journal "Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 (Studi Kasus di SMPIT Nurul Fajri – Cikarang Barat – Bekasi) by Afip Miftahul Basar" here it is clear that the level of student ability in learning during the pandemic greatly affects the current state of PJJ cannot be described as ideal because there are still problems. Various difficulties were encountered. The Child Protection Commission has been in operation since March 16, 2020. Around 213 complaints were received from both parents and students about the implementation of distant learning in Indonesia (KPAI) (Kompas, 2020). The issue was about two things: first, the assignment was too difficult to do in such a short amount of time; and second, the assignment was too difficult to complete in such a short amount of time

Second, there are numerous chores of summarizing and copying from books to do. Third, the study hours are still set in stone. Fourth, there is a set number of people who can participate in online learning. Fifth, some students do not have personal devices, making it harder for them to take online tests. The current state of PJJ cannot be described as ideal because numerous hurdles remain. Since March 16, 2020, the Child Protection Commission of Indonesia (KPAI) has received 213 complaints from parents and children about the implementation of distant learning (Kompas, 2020). The issue was about two things: first, the assignment was too difficult to do in such a short amount of time; and second, the assignment was too difficult to complete in such a short amount of time Second, there are several jobs of summarizing and copying from various sources. There are many problems that teachers face as educators in the learning process, which are divided into several indicators, including: 1) the process of delivering learning materials, 2) the process of interacting with students in the learning process, 3) the quality of the empowerment of facilities and elements in learning, and 4) the quality of the empowerment of facilities and elements in learning. 4) coordinating the delivery of instructional materials during the learning process, and 5) compiling curricular devices that are current (Rezky, 2020). Students who are less able to understand the content of the material that has been presented through online media by teachers, networks, the internet that is occasionally disrupted, and the lack of use of learning media online so that some subject matter that requires tools and/or media certain learning cannot be conveyed by the teacher optimally are the findings of this study.

The researcher also concluded that the sample and population taken for this test were students from various classes who had the lowest scores in the class. This aims to better be able to prove that this research is much more useful for improving

students' abilities in making recount texts. As can be seen from the start, when the researchers went directly to the research location, there were still many students who did not understand how to make recount text and there were still many mistakes they made when doing it. However, with the holding of this research, we can see that after the researcher provides examples and ways of doing the correct recount text, over time there will be developments shown by students. Like the reduced mistakes they make when making sentences in recount text. This is done repeatedly in order to avoid the repetition of mistakes made by students.

CHAPTER V

CONCLUSSION

A. Conclusion

After analyzing the data, some conclusion could be drawn as follows :

1. The four categories of errors revealed in this study were omission, addition, misformation, and misordering, based on the results of the students' errors in writing recount text. The occurrences of omission error was 7 or 3,5%. The occurance of addition error was 2 or 1%. The occurance of misformation error was 177 or 88,5%. And the occurances of misordering error was 14 or 7%.

2. The most common error committed by students in writing recount text was misinformation, which accounted for 177 occurrences or nearly 88,5% of all errors. The most common error was an misinformation error, which occurred 177 occurrences. The error resulted from incorrectly typed phonemes or mistyping.

B. Suggestion

1. The teacher should provide many opportunities for students to practice and be more careful in making a correct sentence in recount text writing, as well as explain how to arrange sentences grammatically and precisely, to reduce errors, especially omission errors, which are common in this lesson. This will allow students to apply their knowledge in the real world of writing.

2. For other researchers, they could provide some ways that students could used to increase correctly in other circumstances of writing by seeing the types of errors that occur when writing recount text.

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APPENDIX 1 Student Worksheet

Class VIII-2

Nama : ELLENIA FITRI TAHZARI

Kelas : VIII-2 A

Recount text : Post covid

When the government has allowed to study or face is very happy because i can meet friends and teachers even though only twice a week and 20 minutes for each lesson and only in 2 hours am at school. And every morning i wake up at 6 am then i immediately make my bed and after i finish then i take a shower after i shower i immediately change into my school uniform after i finish changing i have breakfast after that i put on my shoes then i go to school at 7:30 i go to motor cycle riding school. After i arrived at school i then cleaned the class accordingly the bell and the lesson would start i studied for 2 hours from 8 to 10 am and that was my activity as long as i started face to face lessons

1. meet = misin
2. friend = mulk
3. woke = misin
4. I = mus
5. 8 to 10 = misin

Nama: Betauma br ginting
bls : XII-2
mata Pelajaran. Biriggis
tugas:

Covid 19

Orientacion:
Due to the Corona virus (covid 19 Pandemic two are now staying at home more and have switched to distance learning. Currently, it as bean two weeks of learning from home.

Events:
I have tried to develop a touine while at home so that I can do my work differently usually, I would wake up at 6:30 am and make my bed. After that, (I wold) doa short workout to have my body moving. Once I finish my workout. I would take a shower and have breakfast. At around. 9:30 am. I would go to my desk and open my laptop to start working on the assignments sent to be me by my teachers. I would stop at around noon because my mom would call us for lunch. Once I finished lunch. I would continue back to my desk and continue studying until 4:00 pm. After finishing all my assignments for the day, I would relax by watching Youtube videos until 6:00 pm. At around this time, my mom would be preparing dinner so I would help her. We would serve dinner at around

Bamboo

7.00 Pm. After dinner I would do the dishes, take a shower and brush my teeth
At night, I would continue watching Youtube videos until 11.00 Pm and then go to sleep.

Reorientation:
By keeping a routine that I made, it helped me stay focus with my studies while at home and have time for enjoyment, creating a schedule has helped me adapt to studying at home.

I wake up in the morning at 05:30 wib after that I hake a shower and immedia tely do house work such as cleaning the bed. after I finish I immidiately do other work and get ready to do my school work

Since covid 19 all school work 85% is done at home such as studying and other tasks me and my friends feel it is ineffective to study from home because we have to always use gadgets. every time there is school work a little bit I use it to find answers but thank god it's been 3 months we go to school face to face even though it's not full 1 week and still maintain health protocols

After my school assignments are done, usually I immediately get ready to wash the dishes. take a shower and pray maghrib after all I have dinner and get ready for bed.

After that all done I do I can keep this routine from doing homework school work studying and praying.

Aktivitas sehari-hari selama covid-19

Orientation :
I wake up at 05:00 wib, after that I took a shower and immediately did the dawn prayer. After I finished I immediately did my homework and got ready to do my school work.

Event :
Since covid-19, 85% of all school work has been done at home, such as studying and other tasks. My friends an I feel that studying from home is not offective because we have to alwys use gadgets at all times. the use of gadgets makes me eddic ted, every time there is school work at least I use the gadgets to find the answer to the task. It's all gradual from 2019 to the present, but Alhamdulillah it's been 3 months since we went to school face to face even though it's not full 1 week and we are still health protocols.

After all my school I work, I usually just watch Tv and isten to music. the music that I like sometimes also watch videos from YouTube gradually until 17:00 wib. I immediately prepared to wash dishes, take a sower, and pray maghrib, After all, then I have dinner and get ready to sleep.

Re orientatio :
After that all i do, i can keep this routine, from doing home work, school work, studying and praying.

Name : Yusnita
Kls : VIII 2

Tama = Covid 19

Nama = RACHEL GRACELLE

kelas = VIII-2

"kesehorianku waktu covid di kelas 6 SD"

Ketika Pagi jam 5:30 aku bangun tidur dan langsung membereskan tempat tidur. Setelah itu aku ke kamar mandi untuk mencuci muka. Sekitar jam 7:45 aku mandi, Setelah mandi aku sarapan. Setelah sarapan aku membersihkan rumah. Setelah membersihkan rumah aku langsung belajar melalui wa dan mengerjakan tugas yang sudah di kirim guru ke grup. Sekitar 2 jam aku belajar Setelah itu aku nonton tv. Setelah nonton TV aku tidur Siang, Sekitar jam 2 Siang aku bangun dan bermain bersama teman² Setelah itu aku Pulang dan membersihkan rumah. dan jam 5:30 aku mandi, dan nonton TV, menjelang magrib aku Sholat, Setelah Sholat aku belajar, dan makan. Setelah makan aku main hp, Setelah itu nonton TV. Sekitar jam 21:30 aku Pergi ke kamar mandi, cuci muka, cuci kaki, sikat gigi dan langsung Pergi ke kamar untuk tidur.

"my daily life during covid in 6th grade"

when morning at 5:30 I woke up and immediately made my bed. after that i went to the bathroom to wash my face around 7:45 I took a Shower, after Shower i had breakfast, after breakfast i cleaned the house after cleaning the house i immediately studied through whatsapp an did my home work the task given by the teacher to the group is about 2 hours i study after that i watch television, after watching television i take a nap around two in the afternoon i woke up and play with friends, after that i go home and at 5:30 i take a Shower and watch television before Sunset i Pray, after Prayer i study and eat after that watch television around 21:30 i got to the bathroom, wash my Face, wash my feet, brush my teeth and go straight to my room to Sleep.

nama = DESTY PUTRI
kelas = VII-III 2

*COVID-19 - stay at home

Due to the covid-19 Pandemic we are now more often indoors and have switched to distance learning we have been studying from home for almost 2 years

event
I have tried to make a routine at home so that I can do my schoolwork in a fairly efficient manner usually I would wake up at 5:16 to get ready for the morning Prayt the make my bed then I will do short exercise to keep my body healthy and fit after exercising for a while I went to make a shower and have breakfast. around 7:30 I would go to my study desk and open my laptop to

re-orientation
This way I can keep up the routine stay focused with my studies and have enough time to rest while at home

COVID 19

Because of the covid 19 pandemic, I'm more often at home and almost never go out, and because of the covid 19 pandemic I rarely go to school because my school does online lessons.

I don't do much activity at home. And yes, I go to school just to collect assignments.

My activities at home are more or less, in the morning I clean the house such as mopping, sweeping clothes, drying clothes, cleaning the bed, and yes doesn't forget to eat and drink, also take a shower, don't go to school. My activities daring the day are more or less, playing HP + doing assignments. and my activities in the afternoon are more or less, lifting clotheslines, folding clothes washing dishes, eating and drinking and bating.
My activities at night are more or less just playing cellphones until morning, and even then if my cellphones are not confiscated :)

My daily activities are very boring. If the covid 19 pandemic disappeared quickly my activities would be useful.

Name : Jecifa Br.
KLS : VIII - 2

Nama: Putri Ajeng Purbowangi /VIII - 2

No.
Date:

Days Spent During PANDEMIC

The coronavirus has become the Pandemic for a whole word. Most of Countris got infected because of it. Number of the dead were everywhere. Indonesia is one of countries that infected of this virus. We are not allowed to get contacted with others. Going to school means meeting numbers of people. It has high risk that the virus will spread among stundent and teacher. There fore, the government decided to all stundents Studying from their own houses, Shortly day-off.

First week of day off spent well. I enjoyed so much having most of the time at home. I could wake up late in the morning day and nothing happened. I did not have to feel the traffic jam. I did not wear my boring uniform to school. Though, my teacher still gave us some assignments to do through online system. I had to stay online at 10 A.M until the teachers said it has done for that day. The assignments were quite the same as that we got at schooll, but the different was we submitte them online and got the mark online as well.

Name : Andini Rahmadani
Kelas : VIII - 2

In the morning I wake up at 05:00 Wib after getting up I take a Shower and have breakfast after a Shower and breakfast I go to School until School I go Straight to class and lessons are about to start.

I come home from School at 10:05 after I come home from School I have lunch after lunch I go to play with my friends.

After the afternoon I went home. when I got home I helped my mother. evening came I took a Shower and had dinner. After I Showered and ate I did my homework from the teacher. After I was ready I went to Sleep.

Class VIII-3

Post Covid 19   misin

On monday at 5:30 I wake up to go to school I wake
up clean the bed after cleaning the bed I go to the bathroom
to take a shower in the morning, ready to take a shower
in the morning I wear white and blue school clothes. I went
to the dining table for breakfast, after breakfast I saw it was
already 7:30 I rushed to put on my shoes and go to school misin

when I arrived at school I sat in my usual chair. at my
friend's school we talked a lot, played, had fun, we usually did
school pickets so that our class was not dirty. girls sweep
and mop, boys pick up trash

we went to class because it was class time. I watched
the teacher illuminate the lesson. our teacher gave me an
assignment and I did it. I'm happy to meet my friends and
my teacher.

after school hours. We all returned to our respective home
my school day was very fun I hope that covid 19 passes
so I can learn and play long at school   misin

Name MHD. TOMI
KIS VIII-3

Nama : NUR ALIAH
Kelas : VIII-3
Mapel : Bahasa Inggris

* Covid-19 * puts

at the time of covid-19 I studied online and every
morning I woke up at 4.45 pm and I immediately
made my bed and them took ablution for the dawn
prayer. then do my homework and after I finish
I take a shower and then have breakfast. and after
breakfast I get ready to study online from 8.00 am
to 10.00 am. After I finished studying online, I took
a nap. After getting up from my nap, I ate and prayed
the midday prayer. then do homework for the
afternoon. those are the days that I do during
the covid-19 pandemic.

Hari ini sekolah diliburkan karena korcha, Pertama
libur saya sangat senang, saya di rumah bermain
handphone (game), nonton Tv, dan saya keluar untuk
bermain, setela bermain saya pulang kerumah.
di rumah saya di suruh Ibu untuk beli cabai dan
kelapa. ke kedai, pulang dari kedai saya
menyapu rumah dan menyuci piring setelah itu saya
mandi abis mandi saya nunggu Adzan dan Adzan
puntiba saya segera mengambil wudhu dan sholat.
abis shdat saya tidur. dan saya sangat senang
untuk menantikan hari yg seru di ke esokan harinya.

Pandemic time activities by Mirza Jakaria

Today school is closed because OF korcha, First.
I'm very happy on holiday. I'm at home playing
mobile phone (game), watch Tv, and I go out to download
play, after playing I go home.
at my house I told my mother to buy chili and.
coconut. to the shop, home From my shop
Sweep the house and wash the dishes after that
I after taking a shower, I wait For the Adhan and
prayed. my abs shoot is sleeping and I'm very happy
Looking forward to an exciting day the
next day

My holiday during Quarantine time

Name: ade Putri insani

KLs: 8 - 3

I Spent my time at home for about a month. I dont leave the house because of the Corona outbreok. This Pandemic is getting so bad that I spend time Play games or watch Youtube with my sister. My mother buy me a new cell Phone because all my classes and Schoolwork are online. She told me that it was better to study alone at home or Play online games than to Play outside. Then I usually wake uP at 6.30 in the morning and take a shower when my mother tells me to. After that, I feed my father's Pet bird, watch youtube, or Play online games. Sometimes, I also help my mother wash the dishes, sweeP the floor, or do my own laundry. I really miss School and friends. maybe to other People, it looks really boring because

We have to stay at home on vocation. But I enjoy my time because I can be with my family ever day. and most important, we hope to stay healthy until this Pandemic is over.

hi my name is windi. I want to tell you about my activitas while attending school during the Pandemic (covid 19)

usualy before I go to bed I will tidy up my books and my unifrom for School tomorow. after i'm ready to clean up everyting, I'm just going to sleep and in the morning I'm up at 6:30 I wash my face then I wash the dishes and clean up the house usually I'm ready to clean up in the morning at 7:00 then I will ~~immedicatte~~ i/imedicateu take a shower and wear clothes and have breakfast I go to School at 7:30 and I go to Skhool, don't Forget to wear a mask because it's still a Pandemic (corona virus) and I will enter and the School will ring the bell at 7:40 there will be a teacher who enters the class but this class But this class in only 20 minutes because of the Pandemic and there are about 5 teacher will enter my class and the time is only 20 minutes and that's my story when I was at School during the Pandemic.

Name : Windi Ayu lestari

mata Pelajarani Benggis
teks. Post Covid.

Post covid

Name: Misael Celly Simanjuntak

Orientation: Post covid we only goto school 2 times a week.

Eveoal: Post covid we only goto school on tuesday and Friday. and usually we come in at 7:30 and when I goto school I usually wake up at 5:40 and after that I make my bed and goto the bathroom to take a shower and get ready for school.
and I think I arrived at school at 7:15 am I also met my friends and prepared to receive knowledge from the teacher. 2 times a week I only studied with a limit of 20 minutes because it was still a pandemic so I had not studied fully and I went home around 9:30 am I was waiting for my sister at the intersection to go home and arrived home at about 10:12. and after arriving home I changed clothes and after that ate and cleaned the house.

Re   3and after that my homework was
Orientation done I went to play with my friends
and around 5 o'clock took a shower
and after that I had dinner and after
dinner I went to watch TV or play on
I pray and after that I sleep.
my cellphone at around 11:15 am I went
to sleep and before sleep I pray
and after that I sleep.

kls : VIII^3

judul : ce Pos covid 19

Nama : Depiyanti

Pada suatu hari saya pergi sekolah setelah sudah sampai di sekolah saya dan teman² saya menyapu seluruh kelas/ruangan, setelah membersiran ruangan loneeng pun berbunyi setelah bel berbunyi kami pun masuk, setelah masuk ruangan tiba-tiba bapak Guru memberi tahukan "untuk siswa yang tidak memakai masker! harus datangi saya kekantor karena satgas covid 19, buat siswa yang memakai masker harap diam di bangku karena satgas sudah dalam perjalanan terimah kasih" seluruh siswa ~~Bun~~ di ruangannya pun diam sesuda satgas" sampai pak guru, pun memberi tahukan kepada siswa bahwa siswa akan di varsin.

Translite

one day I went to school after arriving at my school and my friend swept the whole cllass/room, after cleaning the room the bell rang after the room the bell rang after the bell rang (we went in,) after entering the room suddenly the teacher told students who were not wearing masks to come to my office because there is a covid 19 Task Force for students who (wear) masks please (stay) on the bench because the task Force is already on its (whay) thank you" al students in the room were silent after the task force" until

---

No.
Date.

the teacher told the students that the students would be vaccinated.

Date:

Post covib

in the morning I wake up at 07.16 after I wake up
I take a shower and have breakfast. After a shower
and break I go to school when I arrive at
school the class begins. in class I study Pkn, isl
iPs and many more.

I come home from school at 10.25. after I come
home from school I have lunch. after lunch I
played with my friends

after the afternoon I went home. When I got home
I helped my mother. evening arrived I took a
shower and eat I do my homework from the teach
after I'm ready I go to sleep

Name : MHD. Rasyid Ananda
KLS : UIII - ±II

Post Covid 19

Orientation :
Due to the CoronaVirus / Covid-19 Pandemic, we are now
Staying at home and have Switched to distance learning.
Currently, it has been to two weeks of learning
from home.

Events :
I have tried to develop a routine while at home so that
I can do my work efficiently. Usually, I would wake up
at 6:30am and make my bed. After that, I would do
a short workout to have my body moving. Once I finish
my workout, I would take a shower and have breakfast.
At around 9:30am, I would go to my desk and open
my laptop to start working on the assignments sent
to me by my teachers. I would stop at around noon
because my mom would call us for lunch. Once I
finished lunch, I would continue back to my desk
and continue studying until 4:00 Pm.

After finishing all my assignments for the day, I would
relax by watching Youtube Videos until 6:00 Pm. At
around this time, my mom would be preparing dinner
So I would help her. We would serve dinner at around
7:00Pm. After dinner, I would do the dishes, take a
Shower and brush my teeth. At night, I would
continue watching YouTube Videos until 11:00Pm
and then go to Sleep.

MHD. IMAM SYAH PUTRA
Kelas VIII - 2

Post Covid 19

Reorientation :
By keeping a routine that I made, it helped
me stay focus with my studies while at home
and have time for enjoyment.
Creating a schedule has helped me adapt
to Studying at home.

Class VIII-1

Nama : Almaya Ayunda
Kelas : VIII¹
Judul : Covid 19

Semasa Pandemi saya dan keluarga saya
Jarang kelyar karena mendengar virus yang
mengerikan. Pada soat Pagi hari saya bangun tidur
Setelah bangun tidur saya pun menyun tempat tidur.
lalu itu saya mandi, saya pun sekolah tetapi
Sekolah nya di rumah saja karena lagi Pandemi
Semenjak Sekolah online kami kesulitan untuk belajar
Karena susah untuk mendapatkan ilmu, mengala susah
karena guru jarang menerangkan Pelajaran. Semenjak
satu bulan belajar online, kami pun belajar tatap muka
tetapi dalam seminggu kami bersekolah, namun dalam
seminggu kami hanya bersekolah 2 hari dalam seminggu

During the Pandemic, my family and I rarely go out,
because I heard a terrible virus, In the morning
I wore up after waking up I also made my bed
and then I took a shower, I went to school but
the school was at home because it was a Pandemi
Since our online school was having a hard time.
learn because It is difficult to again knowledge
why is it difficult because teachas rarely
explain lessons, since one monf of online
learning, we also face to face, but in a
week we go to school, but in a week

NAMA: DIKI HAMDANI / VIII - I

COVID - 19

Orientation
Due to the COVID - 19 Pandemic, Schools have been closed and Scohools have been transferred to distance
Skhools. Study at home

Complication
and as result of distance Schooling, studensts do not know theri friends teachers and Make learning not fun because there are no frienc at home and want to go to
Sts school as usual

Re-Orientation
School should be better than home/
remeto shool because the covid 19 Pandemic has not decreased
has not decraesed

Resolution
its best if we study at home so that the COVID - 19 Pandemic will quickly recover and we
can go to school as usual

ALVIZA PUTRI WIGUNA -81

Covid 19

Because of the covid 19 Pandemic, I'm more often at home and distance learning has been going for 2 years I've been studying online.

I am at home trying to do activites at home, helping my parents and studying at home, I study at home because of the covid 19 pandemic I usually wake up in the morning at 5:30 to go to school, my routine at home is almost the same as my routine for going to school the difference after I'm ready to take a shower and have breakfast I don't go to school but study online

after I am ready to study and do all the assignments. I relax to relax my body and mind. after I'm ready to relax I immediately take a shower, ready to take a shower I help my mother Prepare Prepare dinner I also pray magrib, I'm ready to pray maghrib I have dinner with my family, after eating I go to recite the koran, there I learn the koran and Playing with my friends, after I'm ready to recite I clean my face and brush my teeth to get ready for bed.

The way I do everyday at home I set and I also have to focus on my online school, divide the time for activities at home.

Miss Putri

Nama   : Cheisi Olivia br sitepu
kelas   : VIII-I
Pertemuan : . . . .
t. tugas : 22 Oktober 2021

Post Covid-19

setelah covid-19 saya sudah mulai datang
ke sekolah walaupun cuman 2 hari per minggu
dan saya juga berharap agar pandemi segera berlalu
atau segera berakhir.
Dan setelah masuk sekolah, saya juga sudah mulai
telat bangun hampir jam 6:30 dan saya juga
sering terlambat ke sekolah. dan saya juga sering
kena marah karena saya lama bangun. dan saya
juga ingin sekali sekolah seperti biasa supaya
saya bisa lebih giat lagi belajar.
agar saya bisa / saya juga ingin sekali mencapai
jumpa sepuluh besar dan saya juga ingin sekali
membanggakan ke dua orang tua saya. trimakasih.

bahasa Inggrisnya

After covid-19 i have started coming to school
even though the school is only 2 days week and
i also hope that handenki's fight against on
Saguia ends soon.
And After entering school, I also have I Wake
up almost 6:30 am late to school and i'm also —

Often cranky angry because i'm old get up so
long i'm and also really want to go to school
as usual supaya I can study harder.
So that I can / I also want to achieve top
ten big and I want too proud to my two
Parents. thank you . . . .

Post covid 19

In the morning at 06.30 I wake up early to go to school at 06.40 I eat and at 06.55 I take a shower to go to school and at 07.00 and I wear my school uniform and at 07.20 I go to school and arrive at 07.30 and I walk to my class I arrived inside I put my bag on my bench and I swept my class with my friends and arrived at 08.00 and the school bell rang and I and my friends studied arrived at 10.00 and the lesson was over and I went home

Translate

I woke up in the morning it 05.00 wib, after that I took a (shower) and immediately did the fajr prayer. After I finished I immediately did my home work and got ready to do my school work.

~~Ding~~ During covid 19, 85% of school work is done at home. Like studying and other tasks, my friends and I don't feel like studying at home because (we have) to use gadgets all the time. Using (gadgets makes) Sour an addiction. Every time there's school work, I use gadgets at least. to find the (answer) to the task, all of the beffing has been going on from 2019 to the present, but thank God. It's been 3 months since we went to school face to fake even though it wasn't full 1 week and kept ~~he~~ the health protocol.

After all I do school work, I usually go straight to (watching) music and listening to music. Music that I like some times. Also watching videos from youtube it lasts until (17.00 wib) I immediately got ready to wash the bath plates, and the Magrib prayer. After the late finished. All then I had dinner and got ready (to sleep)

After all that (I have done) I ~~cand~~ can maintain this routine, from doing home work, school work, studying and praying

Name : Nur Aini' Azzahra (VIII - 1)

Nama : Rasti Haini   (Miss Putri)

Kls   : 8-1

My Quarantine

1 Misor

Doing the covid 19 pandemic, I wake up eary for school onlin & I wate up. after I wate up I take a shower fist and get ready.

2 Misin

after, I finished online I go to play with my friend. when I got to the field I played ball with my friend finished in the afternoon I went home I got home. I take took a shower and eat. After bathing and eating. I helped my mother. Evening arrived at night to I prepared a schedule for the morning. After I have prepared tomorrow's schedule than I will sleep.

3 Miss in

Stay at home

Name : Zesbina Sembiring (VIII - I)

During the Pandemic we get a few weeks off. We are not advised to leave the house because of the rules for lockdown. I spend time playing and hanging out with my family at home. I will also watch TV or play online games.

In the morning I usually wake up at 07.00 wib and immediately go to the dining table for breakfast. After that, I also help my mother wash the dishes, sweep the floor, or look after my sister at home. Sometimes I will meet up with friends.

looks very boring because we have to stay at home on vocation. But I enjoy my time because I can be with my family ever day. and most Importantly, we hope to stay healty until this Pandemic is over.

Ridho RIZKINTA VIII - I
bahasa Inggris

My Quarantine time (Covid 9).

Orienta of { Me and My friends go to the beach and apter
tion { arreving at tehe beach. we are take a bath
{ and then we go to eat   mis or myor

even of { after that we decid to go back go to a
{ respektiv our homes. When I get home,
{ I help. my mom clean the house, Such as
{ sweeping, and ironing our clothes. then
{ I go to watch tv with my brother
{ and grandmother. ← misin

De - orientation { In the evening I studied until 9 Pm. I prepared
{ my schedule for tomorrow, and then I go to
{ bathroom, wash my face, brush my teeth.
{ and will to sleep.   → mis In

APPENDIX 2 Permohonan Persetujuan Judul Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa	:	PUTRI ISNIN SURYANINGSIH HIA
NPM	:	1702050026
Program Studi	:	Pendidikan Bahasa Inggris

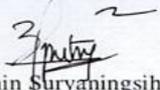| Judul	Diterima
Error Analysis In Recount Text Writing post covid 19 SMP Negeri 4 Satu Atap Kuala	Acc

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 17 Juni 2021

Disetujui oleh
Dosen Pembimbing

Hormat Pemohon

Alfitriani Siregar, S.Pd.,M.Ed

Putri Isnin Suryaningsih Hia

APPENDIX 3 Permohonan Pengubahan Persetujuan Judul Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http:/www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

Kepada Yth : Bapak/Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Putri Isnin Suryaningsih Hia
N P M   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan Permohonan perubahan judul skripsi, sebagai tercantum dibawah ini dengan judul
sebagai berikut:

Error Analysis In Recount Text Writing Post Covid 19 SMP Negeri 4 Satu Atap Kuala

Menjadi :

Error Analysis In Recount Text Writing SMP Negeri 4 Satu Atap Kuala

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Progra Studi   Medan, 8 Oktober 2021
Pendidikan Bahasa Inggris   Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum   Putri Isnin Suryaningsih Hia

Diketahui Oleh :

Dosen Pembahas   Dosen Pembimbing

Rini Ekayati, S.S, MA   Alfitriani Siregar, S.Pd, M.Ed

APPENDIX 4 Form K-1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : PUTRI ISNIN SURYA NINGSIH HIA
NPM   : 1702050026
ProgramStudi   : Pendidikan Bahasa Inggris
IPK   : 136 SKS

IPK = 3,57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Fakultas
	Error Analysis In Recount Text Writing Post Covid 19 SMP Negeri 4 Satu Atap Kuala	
	The Descriptive Analysis of Character In Reflection Novel By Lim Elizabeth.	
	Reading Pi's Strunggle in Life of PI Novel	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 28 Agustus 2021
Hormat Pemohon,

PUTRI ISNIN SURYA NINGSIH HIA

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 5 Form K-2

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

==

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
                Program Studi Pendidikan Bahasa Inggris
                FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : PUTRI ISNIN SURYA NINGSIH HIA
NPM   : 1702050026
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut :

Error Analysis In Recount Text Writing Post Covid 19 SMP Negeri 4 Satu Atap Kuala

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Alfitriani Siregar, S.Pd, M.Ed   Acc Pf
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

                                            Medan, 28 Agustus 2021

                                            Hormat Pemohon,
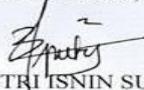
                                            PUTRI ISNIN SURYA NINGSIH HIA

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 6 Form K-3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217   Form : K3

Nomor   : 1954/II.3-AU/UMSU-02/F/2021
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama   : PUTRI ISNIN SURYA NINGSIH HIA
NPM   : 1702050026
ProgramStudi : Pendidikan Bahasa Inggris
Judul Skripsi : Error Analysis In Recount Text Writing Post Covid 19 SMP Negeri 4 Satu
                Atap Kuala

Dengan   Demikian   mahasiswa   tersebut   di   atas   diizinkan   menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman keada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 28 Agustus 2022

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Dikeluarkan pada Tanggal :
Medan, 19 Muharram 1443 H
28 Agustus   2021 M

Dekan

Prof. Dr. H. Elfrianto Nst. M.Pd
NIDN 0115057302

Pertinggal

APPENDIX 7 Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id Email: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Putri Isnin Suryaningsih Hia
NPM   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Error Analysis In Recount Text Writing Post Covid 19 SMP
Negeri 4 Satu Atap Kuala

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
3 Juli 2021	Chapter I : - The Background of The Study - The Identification of The Problem - Scope and Limitation - The Formulation of Problem - The Objective of Study - The Significance of Study	
21 Agustus 2021	Chapter II : - Theoretical of Literature - Conceptual Framework - Previous Related Study - Hypothesis	
3 September 2021	Chapter III : - Location of Research - Research Design	
20 Septetember 2021	- The Instrumental for Collecting Data - The Techniques for Collecting Data - The Technique of Analysis Data	
29 Septetember 2021	ACC to Submit Seminar Proposal	

Medan, 29 September 2021
Dosen Pembimbing

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

(Alfitriani Siregar, S.Pd.,M.Ed)

APPENDIX 8 Lembar Pengesahan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa dibawah ini :

Nama Lengkap   : Putri Isnin Suryaningsih Hia

NPM   : 1702050026

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Error Analysis in Recount Text Writing of Covid 19 at SMP Negeri 4 Satu Atap Kuala

Sudah layak diseminarkan

Medan, 04 Oktober 2021

Disetujui oleh
Pembimbing

Alfitriani Siregar, S.Pd., M.Ed

APPENDIX 9 Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : http:/www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini   Senin   Tanggal   04 Oktober Tahun   2021   diselenggarakan seminar
Prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama   : Putri Isnin Suryaningsih Hia
N P M   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Error Analysis In Recount Text Writing Post Covid 19 SMP Negeri 4
                          Satu Atap Kuala

NO	MASUKAN / SARAN
BAB I	- The Background of Study - The Identification of Problem - Scope and Limitation
BAB II	
BAB III	Technique of Analysis Data
LAINNYA	
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 04 Oktober 2021

Dosen Pembahas   Dosen Pembimbing

Rini Ekayati, S.S, MA   Alfitriani Siregar, S.Pd.,M.Ed

PANITIA PELAKSANA

Ketua   Sekretaris

Mandra Saragih, S.Pd, M.Hum   Pirman Ginting, S.Pd, M.Hum

APPENDIX 10 Surat Keterangan Seminar Proposal

SURAT KETERANGAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa   : Putri Isnin Suryaningsih Hia
NPM   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari   : Senin
Tanggal   : 04 Oktober 2021
Dengan Judul Proposal : Error Analysis In Recount Text Writing Post Covid 19
                       SMP Negeri 4 Satu Atap Kuala

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.
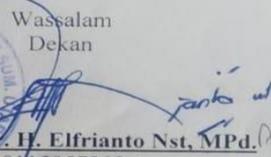
Dikeluarkan di: Medan
Pada Tanggal: 04 Oktober 2021

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S. Pd., M. Hum.

APPENDIX 11 Surat Izin Riset

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor   : 2343 /II.3/UMSU-02/F/2021   Medan, 30 Shafar   1443 H
Lamp   : ---   07 Oktober   2021 M
H a l   : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMP Negeri Satu Atap Kuala
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : Putri Isnin Suryaningsih Hia
N P M   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Error Analysis In Recount Text Writing at SMP Negeri 4 Satu Atap
                     Kuala

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamatlah sejateralah kita semuanya. Amin.

Wassalam
Dekan

Prof. Dr. H. Elfrianto Nst, MPd.
NIDN : 0115057302

Pertinggal

APPENDIX 12 Surat Bebas Pustaka

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN
Nomor : 245 / KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: **Putri Isnin Suryaningsih Hia**
NPM	: **1702050026**
Fakultas	: **Keguruan dan Ilmu Pendidikan**
Jurusan	: **Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 07 Syakban 1443 H.
11 Maret 2022 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

APPENDIX 13 Surat Balasan Riset

PEMERINTAH KABUPATEN LANGKAT
DINAS PENDIDIKAN
SMP NEGERI 4 SATU ATAP KUALA
Jl. PKS Desa Blankahan Kec. Kuala Kab. Langkat Kode Pos : 20772
E-mail : smpnegeriempatkuala@gmail.com

SURAT KETERANGAN
Nomor : 041/SMP/BLK/I/2022

Sesuai dengan Surat permohonan dari Universitas Muhammadiyah Sumatera Utara (UMSU) Nomor : 2343/II.3-AU/UMSU-02/F/2021 perihal Mohon izin untuk melaksanakan **penelitian/riset**, maka dengan ini saya memberikan izin kepada nama yang tersebut dibawah ini :

Nama	:	**PUTRI ISNIN SURYANINGSIH HIA**
NPM	:	1702050026
Prodi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**Error Analysis In Recount Text Writing At SMP Negeri 4 Satu Atap Kuala**

Dan telah melakukan Penelitian mulai tanggal 07 Oktober 2021 s/d 11 Januari 2022 di SMP Negeri 4 Satu Atap Kuala.

Demikianlah surat keterangan ini saya perbuat, untuk dapat dipergunakan seperlunya.

Kuala, 11 Januari 2022
Kepala SMPN 4 Satu Atap Kuala

Drs. SAMA BA
NIP. 19710521 199702 1 002

APPENDIX 14 Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Nama Lengkap   : Putri Isnin Suryaningsih Hia
NPM   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Error Analysis in Recount Text Writing of Covid 19 at SMP Negeri 4 Satu Atap Kuala

Tanggal	Materi Bimbingan Skripsi	paraf	Keterangan
17-01-2022	Chapter 4 data analysis, Chpater 5 Conclusion		
13-02-2022	Chapter 4 data analysis and The Findings, Chapter 5 Conclusion		
15-02-2022	Revision Chapter 3 Research Design, The Technique for collecting data, Chapter 4 the findings, Chapter 5 conclusion and suggestion		
16-02-2022	Revision Abstrack		
24-02-2022	Revision Referensi and Appendix		

Medan, 11 Maret 2022

Diketahui Oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)

(Alfitriani Siregar, S.Pd., M.Ed)

APPENDIX 15 Surat Pernyataan Plagiat

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Putri Isnin Suryaningsih Hia
N.P.M   : 1702050026
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Error Analysis in Recount Text Writing of Covid 19 at SMP
                        Negeri 4 Satu Atap Kuala

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 14 Maret 2022
Hormat saya
Yang membuat pernyataan,

PUTRI ISNIN SURYANINGSIH HIA

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMP NEGERI 4 SATU ATAP KUALA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi Pokok	: *Teks Personal Recount*; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau
Alokasi Waktu	: 2 x 30 Menit

A. Kompetensi Inti

1. **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara,dan kawasan regional.
2. **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
3. **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Membandingkan fungsi sosial teks personal recount 3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Mengidentifikasi penggunaan tanda baca dan ejaan dalam teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount

4.11 Teks recount	
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)	4.11.1.1 Menemukan makna tersurat dan tersirat terkait teks personal recount 4.11.1.2 Melengkapi teks personal recount yang rumpang
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	*4.11.2.1* Menyempurnakan penggunaan tanda baca dan ejaan teks pengalaman pribadi di waktu lampau *(personal recount)* *4.11.2.2* Membuat teks pengalaman pribadi di waktu lampau *(personal recount)* 4.11.2.3 Menceritakan pengalaman pribadi di waktu lampau *(personal recount)*

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

Pertemuan pertama:

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat membandingkan, mengidentifikasi dan menemukan makna teks personal recount terkait fungsi sosial, strukturteks secara benar dan sesuai konteks.

Pertemuan kedua:

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat menentukan dan melengkapi teks personal recount terkait unsur kebahasaan secara benar dan sesuai konteks.

Pertemuan ketiga:

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca dan ejaan teks personal recount secara benar dansesuai konteks.

Pertemuan keempat:

Melalui kegiatan diskusi, tanya jawab dan kelompok siswa dapat mengidentifikasi ide pokok/penjelas, membuat dan menceritakan teks personal recount secara benar dan sesuaikonteks.

D. Materi Pembelajaran

Terlampir

E. Metode Pembelajaran
1. Pendekatan   : Saintifik
2. Model Pembelajaran : Discovery learning
3. Metode   : Tanya jawab, diskusi, dan grouping

F. Media Pembelajaran
  1. Media
     a. Gambar dan video
     b. Work group guidance
     c. Worksheet/lembar kerja (siswa)
     d. Dictionary
  2. Alat/Bahan
     a. Penggaris, spidol, papan tulis
     b. Laptop & infocus

G. Sumber Belajar
1. https://www.youtube.com/watch?v=LdCOswMeXFQ
2. https://www.youtube.com/watch?v=BgcokHqAXUk
3. https://www.youtube.com/watch?v=MwUjGtdTxVo
4. https://www.youtube.com/watch?v=mjv5Vp7tHsU
5. https://en.islcollective.com/resources/printables/worksheets_doc_docx/recountjumble _pa ragraph/past-simple-americanbritish/36047
6. https://englishforsma.com/3631-2/
7. https://englishforsma.com/early-one-morning-in-april-reading-practice-1-recount/
8. http://www.primaryresources.co.uk/english/englishD6.htm#recount
9. https://www.tes.com/teaching-resource/recount-example-6332297#
10. https://en.islcollective.com/resources/printables/worksheets_doc_docx/recount_activit y/p ast-simple-weather/33016

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 30 Menit)		
Kegiatan Pendahuluan		
Guru	**Siswa**	**Waktu**
1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran	1. Menjawab salam guru dan mengucapkan syukur	5 Menit
2. Memeriksa kehadiran peserta didik sebagai sikap disiplin	2. Memberikan respon kehadiran	
3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	3. Berpartisipasi dalam kegiatan psikis/fisik yang diberikan guru	
4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya	4. Menyimak dan merespon guru dalam proses mengaitkan materi	
5. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akandilakukan.	5. Merespon pertanyaan-pertanyaan yang diberikan oleh guru yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	
6. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	6. Menyimak penjelasan guru mengenai materi yang akan dipelajari	
7. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	7. Menyimak penjelasan guru mengenai tujuan pembelajaran yang akan dicapai	
8. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran	8. Menyimak penjelasan guru mengenai mekanisme pelaksanaan pengalaman belajar yang akan dilakukan	

Kegiatan Inti			
Sintak Model Pembelajaran	**Guru**	**Siswa**	**Waktu**
Stimulation (stimullasi/ pemberian rangsangan)	**Kegiatan Literasi** Guru memberikan materi video/teks terkait penggunaan tanda baca dan ejaan	Siswa mengamati materi video/teks terkait penggunaan tanda baca dan ejaan. *(observing)*	20 Menit
Problem statemen (pertanyaan/ identifikasi masalah)	**Berpikir Kritik** Guru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan video/gambar materi penggunaan tanda baca dan ejaan	Siswa memberikan pertanyaan yang berkaitan dengan video/teks terkait penggunaan tanda baca dan ejaan *(questioning)*	
Data collection (pengumpulan data)	**Kegiatan Literasi & Kerja Sama** Guru membagi siswa kedalam beberapa kelompok Guru membagikan topik permasalahan yang berbeda disetiap kelompok meliput a. Mengidentifikasi penggunaan huruf besar dalam text personal recount b. Mengidentifikasi penggunaan tanda baca titik dalam text personal recount c. Mengidentifikasi	Siswa membentuk kelompok berdasarkan instruksi guru Setiap anggota mengumpulkan informasi sebanyak mungkin terkait penggunaan tanda baca huruf besar, titik dan koma dalam text personal recount *(collecting information)*	

	penggunaan tanda baca koma dalam text personal recount	
Data processing (pengolahan Data)	**Kerja Sama dan Berpikir Kritik** Guru menginstruksikan setiap kelompok untuk mendiskusikan permasalahan yang telah didapatkan	Siswa di setiap kelompok mendiskusikan masalah yang telah didapatkan *(associating)*
Verification (pembuktian)	Guru menginstruksikan setiap perwakilan kelompok untuk mempersentasikan hasil diskusi kelompoknya.	Siswa mempersentasikan hasil diskusi kelompoknya *(communicating)*
	Guru memberikan kesempatan kepada setiap siswa untuk mengemukan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok	Siswa mengemukakan pendapat atau bertanya sehubungan dengan materi presentasi dari setiap kelompok *(associating)*
	Guru memberikan pembenaran dan penjelasan pelengkap mengenai penggunaaan dari masing-masing tanda baca	Siswa menyimak penjelasan pelengkap mengenai penggunaaan dari masing-masing tanda baca *(collecting information)*
	Guru menginstruksikan kepada siswa untuk menuliskan kembali teks dengan menggunakan tanda baca yang benar	Siswa menuliskan kembali teks dengan menggunakan tanda baca yang benar
Generalization	**Berkomunikasi**	

(menarik kesimpulan)	Guru memberikan game memasangkan kosakata dan spelling bee sebagai penguatan materi	Siswa bermain game dan memasangkan kosakata dan spelling bee secara bergantian *(communicating)*	
	Guru menugaskan kepada siswa untuk mengerjakan lembar kerja	Siswa mengerjakan lembar kerja siswa yang diberikan *(communicating)*	
	Guru memberikan kesempatan kepada siswa untuk menyimpulkan point-point penting dalam kegiatan pembelajaran	Siswa menyimpulkan point-point penting dalam kegiatan pembelajaran *(communicating)*	

Kegiatan Penutup			
Guru		**Siswa**	**Waktu**
1. Guru menginstruksikan pengumpulan tugas siswa 2. Guru menanyakan kesulitan yang dialami siswa dalam proses belajar 3. Guru mengagendakan pekerjaan rumahdan pembuatan rangkuman pelajaran 4. Guru menginformasikan tentang materi yang akan dipelajari pada pertemuan selanjutnya 5. Guru memanjatkan syukur kepada Tuhan YME dan berdoa untuk menutup pembelajaran		1. Siswa mengumpulkan tugas yang telah diselesaikan 2. Siswa mengemukakan kesulitan yang dialami dalam proses belajar 3. Siswa mencatat pekerjaan rumah dan pembuatan rangkuman yang akan dikerjakan 4. Siswa mencatat materi yang akan dipelajari pada pertemuan selanjutnya 5. Siswa berdoa untuk menutup pembelajaran	5 Menit

I. Penilaian Hasil Pembelajaran
Terlampir

Mengetahui;	Kuala, 11 Oktober 2021
Plt. Kepala Sekolah,	Guru Pamong
Drs. SAMA PA., S.T	**Lela Yunika., S.Pd**
NIP. 19710521 199702 1 002	NIP. -

CURRICULUM VITAE

IDENTITY

1. Personal Information

1. Name	: Putri Isnin Suryaningsih Hia
2. Place/ Date of Birth	: Gunungsitoli, 30 September 1999
3. Students's Number	: 1702050026
4. Gender	: Female
5. Religion	: Moeslem
5. Address	: Jln. Karya Cilincing Gg. Kartini No.7B
7. Email	: putriisnin99@gmail.com
8. Hobbies	: Entrepreneurship

2. Parents Information

1. Father	: Isirudin Hia
2. Mother	: Yuniati Bawamenewi
3. Addres	: Jln. Karya Cilincing Gg. Kartini No.7B

3. Education

- Elementary School (SDN) Negeri Mudik 070991(2005-2011)
- Junior High School (SMP) Negeri 1 Gunungsitoli (2011 – 2014)
- Senior High School (SMA) Negeri 1 Gunungsitoli (2014 – 2017)
- Bachelor's Degree Starata 1 in English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) (2017 – 2022).