

**AN ANALYSIS ON STUDENTS' ERRORS IN WRITING  
RECOUNT TEXT**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

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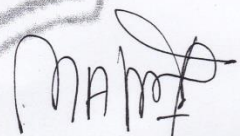
  
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## ABSTARCK

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This study deals with an analysis on students’ errors in writing recount text. The objectives of this study were (1) to find out the types of error made by students in writing recount text, (2) to find out the most dominant type of error made by students in writing recount text. This study was conducted at SMK SWASTA PAB. 2 HELVETIA with the number of population was 76 students of tenth grade students. They were into two classes. By using purposive sampling, class of X AP<sup>1</sup> was selected to be the sample of the study with the number of students was 38. Written test instrument was used in this research. The method of the research was descriptive quantitative method. The result of the test showed that there were four types of error in writing. They were omission, addition, misformation and misordering. The dominant types of error in writing recount text was misformation with 88 or 44% error, then omission with 47 or 23,5%. Next addition error with 42 or 21%. And the last misordering error with 2 or 11,5%. The cause of error found in students’ writing text, they were intralingual interference, interlingual interference and carelessness.

**Key Word : Error Analysis, *Writing, Recount Text,***

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Researcher

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

We got a language since we born. It is passed down from our parent, family, friend, and society. And we use it as our mother tongue. When we grow up, we got more than one language, not only our mother tongue that we consume, but also another foreign language, such as English language and another. And we use it based on condition and our necessary. As we know that, English is a language that used with the people around the world and become the large language that already used in the world. Many people use English for many reasons, such as for education, vocation/holiday, economic global, English teacher, tourism, etc. So, english is very important language in communication process internationally.

There are four skill that students should be mastered in english language, they are reading, writing, listening, and speaking. Talking about learning english, is not only talking about speaking, listening and reading, but also writing. Because, in learning English, students use both speaking and writing in order to communicate with another. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English languagemay experience complication in a tricky situation. Basically the writing skill requires awell-structed way of the presentation of

thoughts in an organized and planned way. Sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

In writing English process, there are so many obstacles that students faced. From the English itself, such as how to make word formation, use the grammar and tenses as good as possible, etc. And also from the students themselves, such as awareness, laziness, and others. Students who lack in writing, especially in English caused of less practice anytime. The problems can be found almost in every school. Some of the students are good in writing and some are not.

Recount text functions as for telling an incident in the past. Recount writing text is a type of genre writing telling and informing the past activities. It is not a fictitious writing but, a factual writing (Wayan, 2012:17). By writing Recount text, students can explore their memories for what they have faced in the past by their own word and their own feeling. The researcher believe that not all students can write English well without error. Sometimes make mistakes, such as the structure of sentence, verb form, word form, and others. Writing recount text is the best way based on the researcher to analyse their error.

Based on the researcher's observation in school, all students are weak in mastering English especially in writing. Students did not know how to arrange the writing recount text, the researcher is sure that there some error that exist. The researcher find out the type of error and dominant error and hopefully it can be the reflection in learning English. The error in their writing is analysed by following types of errors namely misformation, misordering, Addition and omission. From

those backgrounds, the researcher analyze “an analysis on students’ errors in writing recount text”

### **B. The Identification of the Problems**

The problems in this research are identified as follows.

1. The types of error made by the recount text.
2. The most dominant type of error made by the students in writing recount text.

### **C. The Scope and Limitation**

The scope of study focused in error analysis, the limitation in this study is error on students ‘writing based on four types of error namely misformation, misordering, addition, and omission.

### **D. The formulation of the Problem**

The problem of the study is formulated as the following.

1. What types of error made by students in writing recount text?
2. What is the most dominant type of error made by the students in writing recount text ?

### **E. The Objectives of the Study**

The objectives of the study are:

1. To find out the types of error made by students in writing recount text
2. To find out the most dominant type or error made by students in writing recount text.

### **F. The Significance of the Study**

The findings of the research are expected to be useful, theoretically and practically :

#### **a. Theoretically**

1. Giving the knowledge to the students of university who interesting the students error in writing recount text
2. Give the information for who want to carry of futher study on students' error.

#### **b. Pacticaly**

The result of the study is usefull for :

- 1) The English teachers

It is useful for the teacher as a feedback in teaching english that showing the students' progress them to increase and make thde new method for teaching learning process, show the students' error that made by students, teacher must have a variety of assessments to be applied in overcoming the students' error improve students' language competence.

2) The students

To improve and to overcome students' problems in writing, especially writing recount text, because by their error in writing they will know their ability and improve their self-improvement to make themselves better in writing .



## CHAPTER II

### INTRODUCTION

#### **A. Theoretical framework**

##### **1. Error**

While studying English as a foreign language, students sometimes face so many problems and often make an error. Indeed, error and mistakes is a natural step in development of language skills. Until late sixties, the prominent theory regarding the issue of second language learning was behaviouristic, which suggested that the learning was largely a question of considered as being the result of the persistence of existing mother tongue habits in the new language.

Ellis (1997) in distinguishing between errors and mistakes says“erors reflect gaps in a students’ knowledge; they occur because the student doesn’t know what is correct, whereas, mistakes reflect occasional lapses in performance; they occur because ,inparticular instance, the student is unable to perform what he or she knows. Ellis ( asqouted by erdogun, 2005: 263) also suggest that there are two ways to distinguish between an error and mistake. The first way is to confirm the consistency of the students’ performance. If the student sometimes uses the correct form and sometimes the wrong one, it is a mistke. However, if the student always uses it incorrectly, it is an error. The second way is to ask, to try orto correct students own deviant utterance. Where the students is unable to correct the deviations is error and where the student is successful to correct the deviations, it is a mistake.

The differences between error and mistakes, if on one or two occasions, for example, an English learner says "John can sing" but on other occasions says "John can sing" it is difficult to determine whether "can" is a mistake or an error. If, however, further examination of the learner's speech reveals such utterances as "John will go", "John may come" and so forth, with very few instances of correct third-person singular usage of modal auxiliaries, it might then conclude that "can" "may" and other such forms are errors indicating that the learner has not distinguished modals from other verbs, though perhaps because of the few correct instances on the verge of making the necessary differentiation between the two types of verbs in the systematic conception of the second language.

As we are going to make consistent corrections, we must have some idea of a correct standard in order to help us judge what an error is or what is not. If, for example, the native speaker of English is the standard for comparison, students are corrected when production deviates from what a native speaker would produce (Woods, 1989: 61). According to Burt (1975), errors in overall sentence organization which hinder communication are "global errors" and errors that affect single elements (constituents) in a sentence without causing hindrance to communication are "local errors".

Some students usually make mistakes in writing and speaking. Because these skills are made by themselves. The variations in mistakes are made by students with some causes. According to the Dictionary of Language Teaching and Applied Linguistics (1992) a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of

performance. Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

From those categories of the differences between error and mistake, the study uses error as the aspect to analyze the data. The reason why errors are chosen in analyzing the data is because the errors tend to be the crucial problem that should be solved. Error could be such a dangerous problem because they are related to the misunderstanding of a concept of material. This study tried to analyze what kind of error made by the students and give some possible solving problem.

### **1.1 Error analysis**

Error analysis in second language acquisition has become popular since its appearance in 1970 due to benefits offered to language practitioners. Error analysis is assumed to be an alternative approach to contrastive analysis that differentiates learners' first and second language in error prediction. As Yang (2010) error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Another important change was that errors were not only predicted, but mainly observed, analyzed, and classified.

According to Corder (1974), knowledge on errors produced by learners can help to provide picture on linguistic development of the learners. It can lead to creating and designing more effective language learning materials.

In fact, error analysis is students make some errors and the errors are able to be observed, analyzed, and classified to explain something about the system operating within the student, particularly a study of students' error (Brown, 2007). Grass and Selinker (2008) also agreed that a kind of linguistic analysis tends to pay attention to the errors students make is known as error analysis. Therefore, the analysis of errors made by learners has become an important aspect of language learning process (Muhammad et al, 2013) .

There is danger in too much attention to learners' error. While error indeed reveal system at work, the classroom language teacher can become so preoccupied with noticing error that the correct utterances in the second language go unnoticed. We must be aware of placing too much attention on errors and not lose sight of the value of positive reinforcement of clear, free communications. While the demising of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is the attainment of communicative fluency, and error analysis, as a way to study the difficulties encountered by a second language learner, examines the actual error produced by the learner in the target language.

Error analysis has been used to help the teachers in predicting the difficulties of the students in mastering the target language. Error analysis can be very useful device both as beginning and during the various stage of a foreign language-teaching program. Error analysis is favorable technique of finding the error made by the students and knowing the difficulties of learning language either native or foreign language. Errors can come from various sources, such as

differences of the mother tongue and the target language or the lack of knowledge of the target language.

## 1.2 Types of errors

James (1998), classifies errors into four types, they are:

### a. Omission errors

Errors of omission are made when compulsory elements such as tense markers are omitted.

Wrong : i want hang out with my friend tomorrow

Right : i want to hangout with my freind tomorrow

### b. Addition errors

Errors of addition are identified by looking at words or phrases that contained unnecessary addition such as plural – when the noun should be singular ( example : a book).

Another example :

Wrong : do can you swim ?

Right : can you swim ?

### c. Misformation errors

Corder (1981 : 36); dula, burt, and krashen( 1982 : 154-162); erdogan (2005:264) : state that misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are :

- 1) Regulation errors : the dog eated the chicken
- 2) Archi-forms : i see her yesterday . her dance with my brother
- 3) Alternating flrms : i seen her yesterday.

#### **d. Misordering errors**

Misordering is observed when speakers wrongly sequenced the elements in the structures.

Wrong : what i can do for you ?

Right : what can i do for you ?

### **1.3 Cause of errors**

In learning English as a second language surely, learners have some difficulties. Some students surely make errors in learning English. The researcher makes assumptions that the cause of error is related to students' ability in learning second language. Therefore the learners have to master the knowledge about language itself and try to avoid the influence of their mother tongue.

(Brown : 2004) says that the causes of errors can be categorized within three domains, they are :

#### **a. Interlingual transfer**

Interlingual transfer is a significant source for language learners. *Dictionary of language teaching and applied linguistics (1992)* defines interlingual errors as being the result of language transfer, which is caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of

phonological, morphological, grammatical and lexical- semantic elements of the native language into target language :

Example :

Three book

Three student is coming

**b. Intralingual transfer**

Interferences from the students' own language is not the only reason for comminuting errors. As Ellis (1997) states, some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. use of past tense suffix '-ed' for all verbs is an example of simplication and over generalization. These errors are common in the speech of second language learners, irrespective of their mother tongue. Intralingua errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say:

“He is comes here”, it is because the singularity of the third person requires "is" in present continuous, and “-s” at the end of a verb in simple present tense. in short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways as in the following example:

He made me to smile.

He made me to smile.

I want **learning** English.

The meat smells freshly.

Doctors always give us good advices.

I don't know why **did** he go.

### c. Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are not purposely done the mistake. It can be shown when the students use double position or may be phoneme omitted or mistyping.

**Table 2.1**  
**The differences among Interlingual, Intralingual, and Carelessness**

<b>Interlingual interference</b>	<b>Intralingual interference</b>	<b>Carelessness</b>
<b>interlingual</b>	<b>Intralingual</b>	<b>Carelessness is a cause</b>
<p><b>Interference</b> is mean that a cause of errors where learners transfer their native language system into the target language system</p> <p>Interlingual interference occurs when the learner wants to learn another and he will bring his native</p>	<p><b>Interference</b> is a cause of error from the target language itself due its complicated system.</p> <p>Interlingualinterferences can be divide into :</p> <ol style="list-style-type: none"> <li>1. Overgeneralization</li> <li>2. Ignorance of rule restriction</li> <li>3. Incomplete</li> </ol>	<p>Of error from the target language itself where the Learner is not purpose done the mistake.</p> <p>Carelessness occurs when the learners is not deliberate to do some mistake, but the result shows that it was the mistake, the mistake can come out from the wrong written, a phoneme omitted or</p>



<p>language situation, which being learned, example Indonesian tenda to say “that is computer aniw” this sentences of course wrong. The learners translating it from bahasa Indonesia into English literally. He didn’t understand the differences</p>	<p>Application of rule 4. False concept Hypothesis</p>	<p>sometimes mistyping.</p>
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#### 1.4 The importance of error analysis

Richards (1999:25) A learner’s errors are significance in three different ways. First to the teacher, in that tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress. Second, they provide to the researcher evidence of how language is learned and acquired, what strategies or process the learner are employing In his discovery of the language. Thirdly, the indispensable to the learner himself because we regard the making of error as a device the learner uses in order to learn.

Based on the statement above, error analysis is important for teacher and student. Error analysis will provide a chance for the teacher to observe and investigate how language is learned and acquired by learners. While for the students, error analysis become a device to check their strength and weakness in studying a second language. In short, error can become a positive aid to be learned and may actually be a necessary part of learning a language and help the teacher to see how learner processes the second language and develop underlying system of rules.

Based on the importance of error analysis mentioned above, the researcher sure that the study of error analysis will contribute many useful things in language teaching. at least, by using this research, the English teacher will be able to measure and how far the materials have been mastered by students, which has not been effectively taught and which teaching should be mastered.

## **2. Writing**

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing.(Johnston, Ashbaugh, and Warfield, 2002). The ESL teachers include writing skills in the syllabus this is an essential element for students' academic success. (kellog,2008) because writing helps to i) reinforce the grammatical structure, ii) enhance the students' vocabulary iii) and assist other language skills such as reading, listening and speaking.

Moreover lagan (2001:76) arguments "writing is transferring oral language into writing language". Another expert such as Sharif (2004:4) " writing is indirect communication which we transfer our thought and felling grammatical and vocabulary with symbol written". It means that writing deal the content and basic what we have written by explore and distinguish our thought and felling.

According to Boardman (2008-18-25) there are there are three characteristics in writing a good text or paragraph, namely:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The sentences are put in order so that the reader can understand your ideas easily. The principle for ordering depends on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each in this support of the topic sentence.

c. Unity

The final characteristic of a well written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it maybe simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

## **2.1 Writing process**

When students write, they should know what to write and how to write.

Carol (2001:12) states that the process of writing occurs in several stages :

- a. Prewriting, choosing a topic and beginning to gather and organize details
- b. Drafting, getting ideas down on paper in taught the format that intend for te finished work

- c. Revising, the stage in which rework the first draft to improve its content and structure
- d. Editing and proofreading, correcting errors in grammar, spelling, and mechanics
- e. Publishing and presenting, sharing the work with others

## **2.2 Writing Aspect**

Aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows:

### a. Grammar

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

### b. Form ( organization)

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

### c. Mechanic

Mechanic is the use of the graphic convention of the language we have to pay attention the use of the punctuation and applying of the word of sentence. Function is very determiners whiter the writer can clear for the reader.

### d. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

#### e. Style

Style means the choice of structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used in writing must be in accordance with the readers. By seeing the opinion above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing more better and understood by the reader.

### 1.3 Writing genre

There are many kinds of genres, Pardiyono (2007: 2) divided into some kinds, they are :

- a. Description: a text which describes something in detail in order to enable the readers to see, feel, hear, and touch event.
- b. Recount (spoof) : contains of the chronology of activities done in the past time.
- c. Narrative / narration: tells world events, which can be informative or entertaining, and can be past world events or presents happenings.
- d. Procedure: a text that is designed to describe how something is achieved through sequences of actions or steps.
- e. Exposition: contain instruction about a sequence of actions or steps.
- f. Discussion: present information or opinion about hot issue, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issue

- g. Exposition : contain instruction about a sequence of actions or narrative to do a thing
- h. News item : a text that informs the readers about newsworthy of important events of the day
- i. Information report : contents of present information about a thing or fact supported by data presentation, characteristic description, and classification or tabulating
- j. Anecdote : contains a meaning or shares about ridiculous, shameful, funny, very special, or extraordinary events.
- k. Review : to critique and give evaluation of essay, book, or artwork

## **2. Recount text**

According to Knapp(2005:287), recount text, basically it is written out to Make a report about an experience of a series of related event. A recount is written out to Inform an event or to entertain people. Recount text is text function as for telling an incident In the past. Recount writing text is a type of genre writing telling and informing the past activities. It is not a factious writing but, a factual writing ( wayan, 2012: 17).

Recount is to tell “what happened”. A recount text has a social function. The purpose of the social function is to retell an event with a purpose to inform or entertain the readers (siahaan and shinoda,2008:9). Recounts tell a series of events and evaluate their significance in some way. It is also to give audience a description of what occurred and when It occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

### **3.1 Types of recount**

#### **a. Personal recount**

It means that retelling and activity that the writer has personally involved. The following are the language features of personal recount.

1. Use of the first person pronoun, such as I and we
2. Personal response to the events can be included particularly, at the end
3. Detail is often chosen to add interest or humor.

#### **b. Factual recount**

It means that recording the particulars of an incident. The following are the language features of factual recount :

1. Use of the third person pronouns, such as : he, she, it and they
2. Details are usually selected to help the reader reconstruct the activity or incident accurately
3. Sometimes, the ending describes the outcome of the activity (ex- in a science experiment)
4. Mention of personal feelings is probably not appropriate
5. Details of time, place and manner may read of be precisely stated
6. Descriptive details may also require to provide precise information
7. The passive voice may be used
8. It may be appropriate to include explanation and justification.

### **c. Imaginative recount**

It means that taking an imaginary role and giving details of events. The followings are the language features of factual recount:

1. It is usually written in the first person
2. It may be appropriate to include personal reaction

### **3.2 Generic structure of recount text**

Pardiyono (2007:66) states that there are three elements in recount which have been arranged based on the rhetorical structures, they are :

- a. Orientation : introducing the participants, place and time( what, who, where, and when
- b. Events : describing series of events that happened in the past
- c. Reorientation : it is optional, starting the personal comment of the writer to the story

### **3.3 Contracting in written recount text**

Boardman (2008: 287) stated that steps for constructing of written recount text are:

- a. The first paragraph that give background information about who, what, where, and when, it is called on orientation
- b. A record of events usually recounted in chronological order, named: event 1, event 2, event.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation



- d. A reorientation which “rounds off” the sequences of events or retell about what happened in the end.

Boardman (2008:287) the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animal or things involved
- b. Use of past action verbs to refer the events
- c. Use of past tense to located events in relation to speaker’s or researcher’s time
- d. Use conjunctions and time connectives to sequence the event
- e. Use of adverb abd adverbial phrases to indicate place and time
- f. Use of adjectives to describes nouns\

According Boardman (2008: 287) in making of functional grammar, the significant common Grammatical patterns of recount text includes :

- a. Focus on specific participant
- b. Use of material process or action verb
- c. Circumstance of time and place
- d. Use past tense and focus on temporal sequences

### **3.4 Writing recount text**

In recount text, the story usually focus on 1<sup>st</sup> person but sometimes another text showed in 3<sup>rd</sup> person. To make an effective recount text, we should understand more the function of generic structure of recount text. According to wayan( 2012 : 18) the function of each generic structure will be showed in this table below;

**Table 3.1**  
**the function of generic structure**

Generic structure	Function
<b>1. Orientation</b>	<ul style="list-style-type: none"> <li>a. it consist of theme or topic informed.</li> <li>b. To show the rearder about the topic</li> <li>c. To attract the rearder attention and interest</li> <li>d. It enables to attract and provocative the reardersothat he/she is willing to continuous reading the whole test</li> <li>e. The use of adjective to show personal attitude in order to make the event more meaningful and powerful</li> </ul>
<b>2. Records of event or Sequence of event</b>	<ul style="list-style-type: none"> <li>a. to provide details about the event informed described chronologically (the type of plot may vary).</li> <li>b. It is better to tell chronologically Rather than flashback and zigzag.</li> </ul>
<b>3. Re-orientation</b>	<ul style="list-style-type: none"> <li>A. It functions to show personal attitude about the activities or event informed or told of record of event</li> <li>B. It is a matter of conclusion with personal attitude</li> </ul>

### 3.5 Example of recount text

This text is about a holiday

#### **My holiday in Bali**

when I was 2<sup>nd</sup> grade of senior high school, my friends and I went to Bali. We were there for three days, I had many impressive expensive experiences during vacation.= **orientation ( when, who, where and what).**

First day, we visited saner beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we to tanahlot. We met so man other tourists there. They were not only domestic but also foreign tourist.

Second day, we enjoyed the day on tanjungBenoabeach. we played so many water sports such as banana boat, jestky, speedboat etc. we also went to penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to kuta beach to see the amazingsenset and enjoyed the beautiful wave. The last day, we sent our timeinsangeh. We would enjoy the green and shady forest. There were so many monkish. They were so tame but sometimes they could be naughty. We could make a close intraction with them. After that, we went to sukowati market for shopping. That was my lovely time. I bought some Bali T-shirt and souvenirs.=

**events**

In the evening we had to check out from hotel. We back home bringing so many amazing memories of Bali = **Re-orientation**

## **B. Conceptual framework**

Error reflect gaps in a students' knowledge, they occur because the students doesn't know what is correct. There are four types of error, they are :omission errors, addition errors, misformation errors, and misordering errors.

Writing is one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Writing is not easy; it should study and practice to develop this skill. For both native speakers and learners of English, it is important to note that writing is a process, not a product.

Recount text is text function as for telling an incident in the past. recount writing text is a type of genre writing telling and informing the past activities. It is not a factious writing but a factual writing. Research deal to find out the student's error in writing recount text.this study describe the type of students' error in constructing writing recount text. It will be analyzed to the students writing recount text. Students will be asked to write a recount text. The researcher wills analysis what type of error that student done and what error that the most dominant appears from the students. Descriptive quantitative method is applied in researching the result of the research.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of Research**

This research was conducted at SMK PAB. 2 HELVETIA of 2017/2018 Academic year at Jl. Veteran psr. IV Helvetia, kec. Labuahan deli, kandeliserdang. The research choose this school as research because, the researcher found the problem here, the students are still Analysis SWOT( strengths, weaknesses, opportunities, threets) got low in writing especially in using Errors in writing recount text.

#### **B. Population and Sample**

##### **1. Population**

The Population of this research is in X grade students of SMK PAB. 2 HELVETIA Medan in academic year of 2017/2018, which consist of two classes which X<sup>AP-1</sup> consist of 38 students, and X<sup>AP-2</sup> 38 students, so the total population are 76 students.

##### **2. Sample**

According Sugiyono (2016: 81) state that is piece of the total or vcharacteristic which are belong of that population sample in this research are students class X<sup>AP-1</sup> consist of 38 students which taken by purposive sampling technique. Purposive sampling technique is based

**Table 3.1**  
**Population and Sample**

<b>NO.</b>	<b>Class</b>	<b>POPULATION</b>	<b>Sample</b>
1.	Xap <sup>1</sup>	38	38
2.	Xap <sup>2</sup>	38	-
	<b>TOTAL</b>	<b>76</b>	<b>38</b>

### **C. Research design**

This research was based on the descriptive quantitative method which aims to gather the data in order to know the students' error in writing recount text.

### **D. The instrument of collecting the data**

The researcher collected the data by giving written test. The instrument of this research is to write recount text. It is used to find out what error that made by students.

### **E. Technique for collecting the data**

To collect the data of this research, the researcher use steps:

1. Students were asked to write recount text.
2. The researcher collected the students' writing
3. Analyzed the students' writing about recount text

### **F. Technique of analyzing the data**

The data analyses were an important part in conducted a research. In analysis the data, descriptive quantitative technique is use the procedures in administering the test were following:

1. Identifying the students 'writing
2. Classifying the errors, they are :
  - a. Addition
  - b. Omission
  - c. Misordering
  - d. Misformation
3. Finding out the dominant types of errors that made by students to obtain the percentage of the data, The formula is :

$$X = \frac{F_x}{N} 100\%$$

Note :

F : Number of the sub category errors

N : total number of all categories errors

X : the errors percentage

4. Describing the data based on the findings of the research.

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

The data were taken from the student's task to make recount text. The researcher discussed about the description of error on the students' sentence structure that were found in English text writing assignment that focused on the types of error. The types of error are addition, omission, misformation, and misordering. Here were their results of the test.

**Table 4.1**  
**The students' types of error**

No	Initial Name	Types of Error				Total error
		Omis	Add	Misform	Misorder	
1.	RM	4	1	1	1	7
2.	AA	-	1	1	2	4
3.	FR	1	1	5	-	7
4.	RP	-	1	2	2	5
5.	GP	1	1	1	1	4
6.	AH	1	2	3	-	6
7.	MG	2	1	-	1	4
8.	SM	3	-	-	-	3
9.	ID	4	1	4	2	11
10.	AM	-	-	4	1	5
11.	SW	3	1	1	-	5
12.	SY	-	1	1	-	2
13.	TA	2	1	2	-	5
14.	SD	-	2	4	1	7
15.	DA	1	1	-	-	2
16.	SW	-	-	5	1	6
17.	NS	-	3	1	1	2
18.	SMT	1	1	-	-	2
19.	RS	-	1	7	-	8
20.	RM	-	-	1	-	1
21.	PS	1	2	1	-	4
22.	DS	2	1	3	-	6



23.	AR	-	1	2	-	4
24.	NY	1	1	2	-	4
25.	DS	1	2	1	-	3
26.	ASR	1	2	2	-	6
27.	IR	2	1	5	1	5
28.	SW	3	1	4	1	8
29.	IO	-	-	2	2	6
30.	FY	1	1	1	1	6
31.	ZK	1	1	1	-	4
32.	AA	2	1	4	-	5
33.	AYS	-	2	1	1	3
34.	NR	1	3	3	-	10
35.	SS	3	-	-	2	4
36.	AZ	1	2	4	-	6
37.	TSD	-	-	5	-	1
38.	RES	2	-	2	1	6
	<b>Total</b>					

From the table above, the researcher found that the total errors made by the students are 200 by each types of error as the following table, it shows that the occurrences of omission error was 47, the occurrences of addition error was 42, the occurrences of misformation error was 88 and the occurrences of misordering error was 23. Occurrences which totaled 200.

## **B. Data Analysis**

### **1. Types of Error**

As it had been mentioned above, error had four different types, such as : error of omission, error of addition, error of misformation, and error of misordering.

**Table 4.2**  
**Types of Error**

No	Identification of error	Description of error	Reconstruction
1.	We reach the camping, about one and a half hour, we built the camp next, it was built the camp next, it was getting dark and cold, we spent my time observing, the girls preparing meals, in afternoon we got to the river	Omission, misordering, addition, omission, addition, omission, omission	We reached the camping, about and a half hour, we built the camp next, it was getting darker and colder, we spent our time observing, the girls were preparing meals, in the afternoon we went to the river
2.	it were a regular day, because was I about, I have my early breakfast, the about nine o'clock I was in in my office	omission, misordering, addition, omission	It wasn't regular day, because was I about, I have my early breakfast, the about nine o'clock I was in my office
3.	Activities, senior school high, I go jogging, I go to, I practice, I remember, homework,	Omission, misordering, misformation, misformation, misformation, omission, omission, omission, omission,	Activities, senior high school, I went jogging, I went to, I practiced, I remembered, homeworks
4.	I spented, my presentation, she were, and we then, it make, classes	Addition, omission, misformation, misordering, misformation, addition	I spent, my presentation, she was, and then we, I made, class
5.	Look for record, the man stop, I not sure, what a wonderful, it was are really, great peace	Omission, misformation, misformation, misformation, omission	Looking for a record, a man stopped, I wasn't sure, we had a wonderful, it was a really, great place
6.	she have to go, when she want, that black, she try to, who have that, which black it up,	Misformation, omission, omission, omission, misformation,	She had to go, when she wanted, that blocked, she tried to, who had that, which blocked, had

	have that	omission, misformation, omission	that, helped her
7.	She have to go, whe she went , that she went, that	Addition	I met my family there
8.	I buy food for my family	Misformation	I bought food for my family
9.	I was there because my brother a lot there	Misformation	I was there because a lot of my brothers are there
10.	There was very pleasantand I love to be there. I am very happy	Misformation, misformation and misformation	It was very pleasant and I loved being there. I was very happy
11.	I and my family went to brastagi. I there saw many playgrounds like tsunami, rollmy coaster and other other. I am very happy	Misformation, misordering, misformation, addition and misformation	My family and I went to brastagi. I saw many playgrounds there, like tsunami, rolling coaster and other. I was very happy
12.	In the field teladanSunday my friend and I went to the field teladan	Misordering and omission	In the teladan field on Sunday, my friend and I went to the teladan field
13.	Not me and my family, there's my cousin too	Omission and addition,	Not only me and my family but also there is my cousin
14.	The food is very yummy	Misformation	The food was very yummy
15.	We neighbor came to my grandfathers' house	Misformation	Our neighbor came to my grandfather's house
16.	It's the moment that I was never forget	Misformation	It was a moment that I would never forget
17.	It will be happened again	Misformation	It would happened again
18.	Grand motherhouse	Omission	Grand mother's house
19.	We took so many picture because family of the beautiful scenery there	Misordering	We took so many family picture because of the beautiful scenery there
20.	I met with myfamily	Addition	I met my family
21.	So many animal	Omission	So many animals
22.	He has two color blac	Omission	It had two colors, they

	and white		were black and white
23.	My family and I very happy	Misformation	My family and I was very happy
24.	So many animal	Omission	So many animals
25.	During the holiday, my family and I went to lake toba	Addition, and misordering	During the holiday, my family and I went to toba lake
26.	My journey I loo scenery beautiful	Omission, misformation and misordering	In my journey I looked the beautiful scenery
27.	After that sights on the road	Misformation and omission	After looked around while in the trip
28.	Ooked the hotel and immediately swim	Misformation	Booked the hotel and swam immediately
29.	We went home and buy souvenirs	Misformation	We went home and bought souvenirs
30.	This a most enjoyable holiday with family	Misformation	That was the most enjoyable holiday with my family
31.	I and my family visit the <i>playground</i> of mickey holiday	Misordering and misformation	My family and I visited the play ground of mickey holiday
32.	We playing in the field out and inside	Misformation	We played in the field out and inside
33.	I feel really happy joining with my family	Misformation	I felt really happy joined with my family
34.	Visiting mickey holiday	Misformation	Visited mickey holiday
35.	I couldn't saw any animal	Omission	I couldn't see any animals
36.	I can look much animals	Misformation	I could look at some animals
37.	I'm so happy	Misformation	I was so happy
38.	We went to back because we tired	Addition and omission	We went back because we were tired

Based on the table above, there were types of error found of the students' writing in recount text. They made this error because they did not understand well how to arranging a good sentence in English and how to use the structure correctly. There are two kinds of error of omission found by researcher. There

were error of omission be and omission of plural. Here is an example of error of omission of be that the researcher got from the data. The sentence was “I very tired”. The sentence is grammatically wrong because there is no be in the sentence. The sentence should be “ I was very tired”. Moreover here is the example of error omission of plural; the sentence was “we bought three tickets”. Beside that most of students made error on misformation. Misformation means that the students used of the wrongform of the morpheme or structure. The example of students error on misformation was “I buy food for my family” this sentence is wrong because the verb in the past form of buy was bought. It should be “I bought food for my family”. Error addition was characterizes by the presence of an item, which must not appear in a well-formed. As an example was “I met with my family” this sentence is wrong because it added “with” in the sentence. It should be “I met my family”. The last, the students” error on misordering, here is the example of misordering , here is the example of misordering, here is the example of misordering “ we watched movie rudiehabibie”. This sentence should be “we watched rudiehabibie movie”. This caused the students often put the sentence in a wrong order.

After determining the error that made by students, the next step was calculating the percentage of all types of error to figure out dominant type of error. There were 47 in omission, 42 in addition, 88 in misformation, 23 in misordering. And the percentage of each types of error can be reported as shown in the following table .The formula as:

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

Note:

*F*: Number of the sub category errors

*N*: Total number of all categories errors

*X*: the errors percentage

**Table 4.3**  
**Data analysis about the percentage of error**

No	Type of error	Total	$X = \frac{f \times 100\%}{N}$
1.	Omission	47	23,5%
2.	Addition	42	21%
3.	Misformation	88	44%
4.	Misordering	23	11,5%
	<b>Total</b>	<b>200(N)</b>	<b>100%</b>

## 2. Cause of Error

The errors made by students are caused by some factor either from the students themselves or from other persons. (Brown :2004) classifies the causes of errors into three domains, they are : interlingual interference, intralingual interferences, and carelessness.

Based on types of error occurred analyzed in table 4.1 it was found that the most often errors occurred was error of misformation about 88 occurrences. This type of error was usually caused by intralingual interferences. Intralingual interferences means that error from the target language itself. Due to its complicated system. This happened because the students often made incorrect structure forms in their writing. Here is one of the examples of error in misformation that researcher

got from the data “ I buy food for my family” this sentence is wrong because the verb in the past form of buy was bought. It should be “I bought food for my family”. The error occurrence because intralingual interference when the students did not understand the structure of the past tense. Another caused of error it caused of interlingual interference. This happened because the students put the sentence into the wrong order and where students transfer their native language system into the target language system. For example “we watched movie rudiehabibie”. This sentence should be “we watched rudiehabibie movie”. This caused the students often put the sentence in a wrong order. The last caused of error by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping. For example “we ate and slept in the tent” this sentence is incorrect. This error occurrence because of carelessness. The sentence should be “we ate and slept in the tent”.

### **C. The Findings**

After analyzing the data, it was found that :

1. The occurrence of omission error was 47, the occurrence of addition error was 42, the occurrence of misformation error was 88 and the occurrences of misordering error was 23. Occurrences which totaled was 200.
2. The most dominant error made by students in writing recount text was 88 occurrences or about 44% in misformation.

3. Most often errors occurred was error of misformation about 88 occurrences. This types of error was usually caused by intralingual interferences. Intralingual interference means that error from the target language it self.

Due its complied system. This happened because the students often made incorrect structure form in their writing.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

1. Based on the result of the students' error in writing recount text, it was found that the four types of error found in this research, they were omission, addition, misformation and misordering.

The occurrences of omission error was 47 or 23,5 %. The occurrence of addition error was 42 or 21%. The occurrence of misformation error was 88 or 44%. And the occurrences of misordering error was 23 or 11,5%.

2. The most dominant error made by students in writing recount text was 88 occurrences or about 44% in misformation.
3. Most often errors occurred was error of misformation about 88 occurrences. This types of error was usually caused by intralingual interferences. Intralingual interference means that error from the target language itself. Due its compliced system. This happened because the students often made incorrect structure form in their writing.

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Written test

**Direction :**

Write down a recount text by the broad topic “ My Holiday “

**Idulfitri**

The first day, my family and I stayed at home because my uncle come to our house. After that we went to grand mother house. We took so many picture because family of the beautiful scenery there.I think it was a very enjoyable holiday for me because I met with my family.

- |   |   |   |
|---|---|---|
| 1. Grandmother house                      | - grandmother's house = Omission                    |   |
| 2. So many picture                        | - so many pictures = Omission                       |   |
| 3. Took so many picture                   | - took so many family                               | <div style="display: flex; align-items: center;"> <div style="border-left: 1px solid black; height: 40px; margin-right: 5px;"></div> <div style="display: flex; align-items: center;"> <div style="border-top: 1px solid black; width: 10px; height: 10px; margin-right: 5px;"></div> <div style="font-size: 24px;">→</div> <div style="margin-left: 5px;">misodering</div> </div> </div> |
| Because family of the pictures because of | Beautiful scenery there the beautiful scenery there |   |
| 4. I met with my family                   | - I met my family = additional                      |   |

Addition = 1

Omission = 2

Misodering = 1

Misformation= -

## APPENDIX 2

### Teladan Field

In the fieldteladan Sunday my friend and I went to the field teladan. ThereI and my friend jogging .And after my friend and I finished jogging. We also buy drinking water and eat . After few hours later my friend and I went home to our homes.

I think Sunday was a great day for me jogging with my friend.

1. In the field teladan = in the teladan field → Misodering
2. Sunday = on Sunday → Omission
3. My friend =My friend and I → Misodering
4. Bought drinking water = bought drinkingMisformation  
     And eaten = water and food
5. Our homes = our home → Addition

Addition = 1

Omission = 1

Misformation= 1

Misordering = 1

## APPENDIX 3

### Recount Text

#### ❖ My Holiday in My Grandfather's House

At the moment of 1<sup>st</sup> syawal, me and my family went to my grandfather's house. We celebrated idul fitri together. Not me and my family, there's my cousin too.

We apologized to grandfather as the tradition of idul fitri. After that, we ate together. The food is very yummy, we enjoyed it. And next, we neighbor come to my grandfather's house for apologies with him.

On the second day, me and my family went to my home. I felt so happy. It's the moment that I was never forget. I hope the moment will be happened again.

- 1 . Not me and my family,= Not only me and → Omission,  
There's my cousin too my family, but also → addition  
There is my cousin
- 2 . The food is very yummy = the food was ► misformation  
Very yummy
- 3 . We neighbor = our neighbor ► Misformation
- 4 . It's the moment that = It was the moment ► misformation  
I was never forget that I wouldn't  
Never forget
- 5 . W ill be happened = would be ► Addition  
Again happen again

Addition = 2                      Misordering ; -  
Omission = 1                      Misformation : 3

## APPENDIX 4

### Holiday in Mickey Holiday

On may, I and my family went to brastagi  
 I there saw many Play grounds like tsunami  
 roll my coaster and other other. I am very happy

- 1 . I and my family = my family and I ► Misordering
- 2 . I there saw many playgrounds= I saw many ► Misordering

Playgrounds there

- 3 . Roll my coaster = Rolling coaster ► Misformation
- 4 . and other-other= and other ► Addition
- 5 . I am very happy= was very happy ► Misformation

Addition = 1

Omission = -

Misformation = 2

Misordering = 2

ATTENDANCE LIST  
(EXPERIMENTAL CLASS)

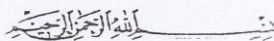
No	Students' Name	Meeting		
		1	2	3
1.	Rahmadini	<i>Rah</i>	<i>Rah</i>	<i>Rah</i>
2.	Arinda Aulia	<i>A.ing</i>	<i>A.ing</i>	<i>A.ing</i>
3.	Feria Rahmadani	<i>Feria</i>	<i>Feria</i>	<i>Feria</i>
4.	Rani Nadia Pranti	<i>Rani</i>	<i>Rani</i>	<i>Rani</i>
5.	Guspita Pratiwi	<i>Gusp</i>	<i>Gusp</i>	<i>Gusp</i>
6.	Almi HAIMAH T	<i>Almi</i>	<i>Almi</i>	<i>Almi</i>
7.	Mena Puspa Gusti D	<i>Mena</i>	<i>Mena</i>	<i>Mena</i>
8.	Siska Mawati Seri	<i>Sisk</i>	<i>Sisk</i>	<i>Sisk</i>
9.	Indrianti	<i>Indri</i>	<i>Indri</i>	<i>Indri</i>
10.	Atu mardiana	<i>Atu</i>	<i>Atu</i>	<i>Atu</i>
11.	Sri Wahyuni	<i>Sri</i>	<i>Sri</i>	<i>Sri</i>
12.	Selvyana	<i>Selvy</i>	<i>Selvy</i>	<i>Selvy</i>
13.	Tyara Amanda	<i>Tyara</i>	<i>Tyara</i>	<i>Tyara</i>
14.	Sri Dewi	<i>Sri</i>	<i>Sri</i>	<i>Sri</i>
15.	Dinda Amelia	<i>Dinda</i>	<i>Dinda</i>	<i>Dinda</i>
16.	Sarifa wahyuni	<i>Sarifa</i>	<i>Sarifa</i>	<i>Sarifa</i>
17.	Nursetia	<i>Nur</i>	<i>Nur</i>	<i>Nur</i>
18.	Susam mai T. Putri	<i>Susam</i>	<i>Susam</i>	<i>Susam</i>



19.	Rika Sapitri	<del>Rika</del>	<del>Rika</del>	<del>Rika</del>
20.	Riky MULIAH	Riky	Riky	Riky
21.	<del>Riky</del> Reny Sapitri	<del>Riky</del>	<del>Riky</del>	<del>Riky</del>
22.	Devina Sapitri	Devina	Devina	Devina
23.	Aulia Ratima	Aulia	Aulia	Aulia
24.	Nurhayati	Nur	Nur	Nur
25.	Debby Syahputri	Debby	Debby	Debby
26.	ANWISA Rizki Sg	<del>Anwisa</del>	<del>Anwisa</del>	<del>Anwisa</del>
27.	INDAH Rahmadani	Indah	Indah	Indah
28.	Shinta Widyani	Shinta	Shinta	Shinta
29.	Indah Oktavia M	Indah	Indah	Indah
30.	FITRI YANZI	Fitri	Fitri	Fitri
31.	ZULAIKAH	Zula	Zula	Zula
32.	Andani Anggraini	Andani	Andani	Andani
33.	ANGGI YANA SAHARA	Anggi	Anggi	Anggi
34.	Nanda Ramadhani	Nanda	Nanda	Nanda
35.	Salsa bil Sofiani	Salsa	Salsa	Salsa
36.	ARISA Zahara	Arisa	Arisa	Arisa
37.	Tania Sandra dewanti	Tania	Tania	Tania
38.	Rani Lusia Sari	Rani	Rani	Rani
39.				
40.				



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Mila Roza  
N.P.M : 1302050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis on Students' Error in Writing Recount Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
06 Jan 2017	Chapter I the Background of the Problem	
14 Jan 2017	Chapter I - the Background - the significant of the problem	
16 Jan 2017	Chapter II - theoretical Framework	
18 Jan 2017	Chapter III - sample Population - References - Appendix	
24 Jan 2017	Dec to Submit Seminar Proposal.	

Medan, 24 Januari 2017

Diketahui oleh:  
Ketua Prodi

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

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

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

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Mila Roza  
NPM : 1302050219  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 129 SKS

IPK= 3,02

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
01/12-2016 [Signature]	An Analysis on Students' Errors in Writing Recount Text	[Signature]
	Error Analysis in the Students' English Writing	
	Error Analysis in the Students' Writing Narrative Paragraph at SMA UISU Medan	

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

Medan, 01 Desember 2016  
Hormat Pemohon,

Mila Roza

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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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](mailto:fkip@umsu.ac.id)

Form K-2

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

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Mila Roza  
NPM : 1302050219  
Prog. Studi : Pendidikan Bahasa Inggris

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

An Analysis of Students' Errors in Writing Recount Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Hj. Darmawati, S.Pd, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 05 Desember 2016  
Hormat Pemohon,

Mila Roza

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

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

Nomor : 709/II.3-AU/UMSU-02/F/2016  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

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 : MILA ROZA  
N P M : 1302050219  
Program Studi : Pend. Bahasa Inggris  
Judul Penelitian : AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT

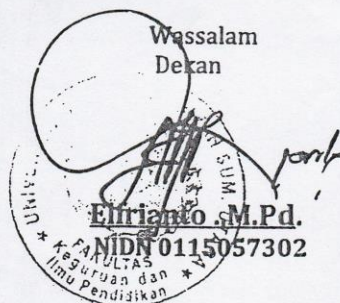
Pembimbing : Hj. Darmawati, S.Pd., M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **06 Desember 2017**

Medan, 06 Shafar 1438 H  
06 Desember 2016 M

Wassalam  
Dekan



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**



*Ethical, Cordial & Terpercaya*

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
 Website: <http://fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Nomor : 1280 /II.3-AU/UMSU-02/F/2017 Medan, 16 Jum. Awwal 1438 H  
 Lamp : --- 13 Februari 2017 M  
 Hal : **Mohon Izin Riset**

Kepada : **Yth, Bapak / Ibu Kepala**  
**SMK PAB 2 HELVETIA**  
 Tempat

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu sarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa : **MILA ROZA**  
 N P M : **1302050219**  
 Program Studi : **Pend. Bahasa Inggris**  
 Judul Skripsi : **AN ANALYSIS ON STUDENTS' ERROR IN WRITING  
 RECOUNT TEXT**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam  
 Dekan



**\*\* Pertiinggal\*\***



PERKUMPULAN AMAL BAKTI (PAB)  
SEKOLAH MENENGAH KEJURUAN  
SMK SWASTA PAB. 2 HELVETIA



Akreditasi : A (Amat Baik) - Bersertifikat : ISO 9001 : 2008

N.P.S.N. : 10214052      N.D.S. : 5307012301      SIOP NO. : 421/1322/PDM/2016 Tgl. 16 Februari 2016  
N.S.S. : 344070102005      N.I.S. : 400380      N.P.W.P : 02.363.529.5-125.026

Jl. Veteran Psr. IV Helvetia, Kec. Labuhan Deli, Kab Deli Serdang. Telp./ Fax : (061) 8462720, Medan : 20373  
Home Page : <http://www.geocities.com/smkpab2medan>      E-Mail : [smkpab2helvetia@rocketmail.com](mailto:smkpab2helvetia@rocketmail.com)

**SURAT KETERANGAN RISET**

No : K02 / 37 / PAB / III . PPL / 2017

Kepala SMK Swasta Perkumpulan Amal Bakti ( PAB ) 2 Helvetia. Kecamatan Labuhan Deli, Kabupaten Deli Serdang, berdasarkan Surat Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara No :1268/II.3-AU/UMSU-02/F/2017 tanggal 13 Februari 2017, dengan ini menerangkan bahwa :

Nama : MILA ROZA  
NIM : 1302050219  
Program Studi : Pendidikan Bahasa Inggris

dalam rangka Penyusunan Skripsi dengan judul :

“ AN ANALYSIS ON STUDENTS' ERROR IN WRITING RECOUNT TEXT .”

telah mengadakan peneiitian pada tanggal 14 Februari s/d 7 Maret 2017 di SMK PAB 2 Helvetia.

Demikian surat keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.

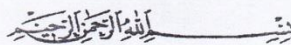


Helvetia // Maret 2017  
Kepala Sekolah,

Drs. H.Ahmad Nasution, M.Pd



MAJELIS PENDIDIKAN TINGGI  
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 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Mila Roza  
 N.P.M : 1302050219  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : An Analysis on Students' Errors in Writing Recount Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
13/03-2017	Abstract - Acknowledgment - Chapter 1	
20/03-2017	Chapter 2 - Chapter 3	
29/03-2017	- Chapter 4 - Chapter 5	
4/04-2017	Reference Appendix	
8/4-2017	See to Submit Given table.	

Diketahui oleh:  
 Ketua Prodi

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

Medan, 8 April 2017

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini *Selasa* Tanggal *31* Bulan *Juni* Tahun 2017 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Mila Roza  
N.P.M : 1302050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis on Students' Error in Writing Recount Text

No	Masukan dan Saran
Judul	<i>oke</i>
Bab I	-
Bab II	-
Bab III	<i>add focus in past tense</i>
Lainnya	<i>appendix should be added</i>
Kesimpulan	<input type="checkbox"/> Ditetujui <span style="float: right;"><input type="checkbox"/> Ditolak</span> <input checked="" type="checkbox"/> Ditetujui Dengan Adanya Perbaikan

Dosen Pembahas

(R. H. A. R. I. L. S. P. d. M. H.)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

Panitia Pelaksana

Ketua

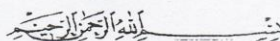
(Mandra Saragih, S.Pd, M.Hum)

Sekretaris

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



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](mailto:fkip@umsu.ac.id)



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Mila Roza  
N.P.M : 1302050219  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis on Students' Error in Writing Recount Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
06 Jan 2017	Chapter I the Background of the Problem	
14 Jan 2017	Chapter I - the Background - the significant of the problem	
16 Jan 2017	Chapter II - theoretical Framework	
18 Jan 2017	Chapter III - sample Population - References - Appendix	
24 Jan 2017	Dec to Submit Seminar Proposal.	

Medan, 24 Januari 2017

Diketahui oleh:  
Ketua Prodi

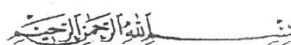
(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Mila Roza  
 N.P.M : 1302050219  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : An Analysis on Students' Error in Writing Recount Text

Pada hari Selasa tanggal 31 bulan Januari tahun 2017 sudah layak menjadi proposal skripsi.

Medan, 31 Januari 2017

Disetujui oleh:

Dosen Pembahas

Khairil, S.Pd, M.Hum

Dosen Pembimbing

Hj. Darmawati, S.Pd, M.Pd

Diketahui oleh  
 Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum

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

Nomor : 709 YII.3-AU /UMSU-02/F/2016  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

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 : MILA ROZA  
N P M : 1302050219  
Program Studi : Pend. Bahasa Inggris  
Judul Penelitian : AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT  
Pembimbing : Hj. Darmawati.,S.Pd.,M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 06 Desember 2017

Medan, 06 Shafar 1438 H  
06 Desember 2016 M

Wassalam  
Dekan

  
**Elrianto .M.Pd.**  
**NIDN 0115057302**

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS Keguruan dan Ilmu Pendidikan

Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

**WAJIB MENGIKUTI SEMINAR**



PERKUMPULAN AMAL BAKTI (PAB)  
SEKOLAH MENENGAH KEJURUAN  
SMK SWASTA PAB. 2 HELVETIA



Akreditasi : A (Amat Baik) - Bersertifikat : ISO 9001 : 2008

N.P.S.N. : 10214052      N.D.S. : 5307012301      SIOP NO. : 421/1322/PDM/2016 Tgl. 16 Februari 2016  
N.S.S. : 344070102005      N.I.S. : 400380      N.P.W.P : 02.363.529.5-125.026

Jl. Veteran Psr. IV Helvetia, Kec. Labuhan Deli, Kab Deli Serdang, Telp./ Fax : (061) 8462720, Medan : 20373  
Home Page : <http://www.geocities.com/smkpab2medan>      E-Mail : [smkpab2helvetia@rocketmail.com](mailto:smkpab2helvetia@rocketmail.com)

**SURAT KETERANGAN RISET**

**No : K02 / 37 / PAB / III . PPL / 2017**

Kepala SMK Swasta Perkumpulan Amal Bakti ( PAB ) 2 Helvetia. Kecamatan Labuhan Deli, Kabupaten Deli Serdang, berdasarkan Surat Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara No :1268/II.3-AU/UMSU-02/F/2017 tanggal 13 Februari 2017, dengan ini menerangkan bahwa :

Nama : MILA ROZA  
NIM : 1302050219  
Program Studi : Pendidikan Bahasa Inggris

dalam rangka Penyusunan Skripsi dengan judul :

**" AN ANALYSIS ON STUDENTS' ERROR IN WRITING RECOUNT TEXT ."**

telah mengadakan penelitian pada tanggal 14 Februari s/d 7 Maret 2017 di SMK PAB 2 Helvetia.

Demikian surat keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.



Helvetia // Maret 2017  
Kepala Sekolah,

**Drs. H.Ahmad Nasution, M.Pd**

**CURRICULUM VITAE**

Name : Mila roza

Place/date of birth : Asahan / 28 February 1994

Registered Number : 1302050219

Address : Bromo Ujung Jln. Selamat NO.21 Medan

Sex : Female

Religion : Moslem

Hobby : Singging and Travelling

Father's Name : Muhammad Husaini Ismail Hasan

Mother's Name : Nura'ini Amrah

**Education**

The year of 2006 : Elementary School of Al-Muhajirin Medan

The year of 2009 : Junior High School of SMP Amalia Medan

The year of 2012 : Senior High School of SMA MUHAMMDIYAH 01  
MEDAN

The year of 2017 : University of Muhammdiyah Sumatra Utara

