

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the description theory related to the research. The theory describes error analysis of English article and writing recount text. A framework is synthesized from the theories and a review of previous research are also included in this chapter.

A. Theoretical Description

This theoretical review will discuss the theories that were applied in this research. Those theories are (1) Error Analysis, (2) English Article, (3) Writing Skill, and (4) Recount Text.

1. Error Analysis

a. Definition of error

Errors are the result of a systematic incorrect learning system. An error can be reflected by a notable deviation from a natural speaker's mature grammar. As stated by Brown from the research findings, an error is a person's systematic competence that comes from the wrong learning system.¹⁸ In line with that, Keshavarz states that errors are seen to be systematic, guided by rules, and occur when a learner's grasp of the target language's rules is lacking. Errors are often made by learners repeatedly without realizing it.¹⁹ This is because the structure of the target language being used is not the same as the mother tongue. It can be known, when applying linguistic theory, these errors can be identified through the learner's speech. Corder state that errors are described by the application of linguistic theory to the data of rerroneous utterances produced by a learner or a group of learners.²⁰ Linguistic theory can detect errors made by the learner based on the analysis of the target language structure produced by the learner.

¹⁸ H. Douglas Brown, *Principles of language learning and Teaching* (United States of : Pearson Education, 2006), 226-227.

¹⁹ M. Hussein Keshavarz , *Contrastive Analysis & Error Analysis* (Tehran: Rahnama Press, 2012), 60.

²⁰ S. P. Corder, *Error Analysis and Interlanguage* (Great Britain: Oxford University Press, 1981), 36.

Errors are the flawed side of learner writing and speech. Dulay and Krashen stated that errors are sections of a conversation or composition that stray from a set of natural language performance norms.²¹ Without systematically committing errors, people cannot learn a language. Errors made by learners basically occur without their realizing it. Errors occur due to the learner's lack of English language acquisition. Errors were no longer viewed as a sign of failure in teaching or learning that needed to be removed at all costs; instead, they were recognized as an essential component of the language learning process.²² Without making errors, the language learning process cannot develop. With the mistakes that have been made, the learner can study and evaluate the learning outcomes based on the errors.

Based on the various explanations above, it can be concluded that errors are carried out systematically. Systematically errors are made without being noticed by the speaker or writer lack of mastery of language leads to errors.

b. Types of Errors

Based on the learner's cognitive processes, errors are identified as several types. According to Dulay, the types of errors were identified as four, namely omission, addition, misinformation, and misordering.²³

1) Omission

Omission errors are characterized by loss of sentence structure, such as word morphemes in a sentence. For example: *He new student english departement*. The sentence is an incorrect sentence. The correct sentence is: *He is new student of english departement*.

²¹ Heidi Dulay, *Language Two* (New York: Oxford University Press, 1982), 138.

²² M. Hussein Keshavarz, *Contrastive Analysis & Error analysis*, 58.

²³ Heidi Dulay, *Language Two*, 154-156.

2) Additions

Addition errors are errors that are indicated by the presence of an item that must not appear in a well-formed utterance. In learner, addition errors are divided into three types, namely:

a) Double Marking

Double marking may be indicated by the failure to delete certain items that are required in some linguistic constructions but not in others. In tenses, there is only one semantic feature. An example of an error of double marking in a tense sentence is *He did not wrote a sentence*, the sentence is incorrect, it should be *He did not write a sentence*.

b) Regularization

In the linguistic item classes, a rule is usually applied, such as in the noun class. However, in some word classes, there are exceptions to this rule. For example: *The student writed a letter*, the sentence is incorrect. It should be *The student wrote a letter*.

c) Simple Addition

In simple addition, there are no special features other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance. For example: *I doesn't know*, it is incorrect, should be *I don't know*.

3) Misinformation

Misformation errors can be detected by using the wrong morpheme or structure. In the literature, misinformation is usually divided into three categories, namely:

a) Regularization errors

Errors that use regular markers instead of irregular ones. For example: *He rided his motorcycle*, it is incorrect,

there has wrong change of verb ride, it should be rode, Correct: *He rode his motorcycle.*

b) Archi Form

An error in choosing one word form by the learner, which is used to represent another word. For example, in demonstrative adjective *this*. *This pencils and this pencil*, this is not appropriate for plural, the appropriate one is these correct : *These pencils.*

c) Alternating form

Word choice errors that result in reversed word structure. For example: masculine for feminine, as in *he for she*. *Melati is beautiful. He likes singing.* It is incorrect, it should be *Melati is beautiful. She likes singing.*

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in a utterance. For example: *We tomorrow will visit your home.* It is incorrect, should be *We will visit your home tomorrow.*

c. The Causes of Errors

There are various causes of independent learner errors. Among them are the theacing technique, the age of bilingualism, strategic learning, and folklore about the second language.²⁴ Errors that occur at the point of inherent language difficulty are usually made randomly by speakers due to external influences. In addition, factors originating from oneself are the causes of errors, such as the theacing method being faulty or behavior wanting and theacing materials being poorly organized.²⁵ Another factor is errors caused by interference from the learner's mother

²⁴ Jack C. Richards, *Error Analysis : Perspective on Second Language Acquisition* (London : Longman Group Limited, 1974), 190.

²⁵ Bernd Spillner, *Error Analysis in The Word* (Berlin: Frank & Timme GmbH, 2017), 15.

tongue.²⁶ The influence of the mother tongue on the target language results in errors in learning the language. This is because there is a cultural difference between the mother tongue and the target language.

Other factors commonly found by researchers are competence and performance factors. Competence factors such as errors due to lack of knowledge of language rules and performance factors such as fatigue and lack of attention.²⁷ Related to internal factors that cause the occurrence, such as the lack of ability in mastering grammar, stems from the wrong learning technique. The wrong learning technique has an impact on the lack of ability to master the language rules or grammar. Then the lack of knowledge in grammatical has an impact on the occurrence of errors.

It can be concluded that some of the causes of errors are incorrect learning and teaching techniques, interference of the learner's mother tongue, and lack of knowledge in the language.

d. The Source of Errors

Brown stated that there are some source of errors. Some of these sources are interlingual transfer, intralingual transfer, context of learning and communication strategies.²⁸

1) Interlingual Transfer

For learners, one of a significant error source is interlingual transfer. Interlingual transfer from the native language, or interference, is especially sensitive in the early stages of learning a second language. In these stages, the native language is the only previous linguistic system invoked before the second language system becomes familiar. We have all heard English learners say "sheep" for "ship," or "the book of Jack" instead of "Jackbook";

²⁶ Jack C. Richards, *Error Analysis*, 173.

²⁷ Heidi Dulay, *Language Two*, 139.

²⁸ H. Douglas Brown, *Principles of language learning and Teaching*, 232-

French learners may say "Je saisjean" for "Je connais Jean," and so forth. The negative interlanguage transfer causes all of these errors. Although not necessarily true, based on the learner's utterances, it can be detected that the transfer from the original language causes errors to occur. The learner's familiarity and fluent knowledge of the first language can help the teacher in recognizing and analyzing these errors.

The learning of a third language (and subsequent languages) provides an interesting context for research. For researchers, learning a third language (and subsequent languages) becomes an interesting counter. It is related to related linguistic and cultural factors in learning contexts. There are varying degrees of interlingual interference from first and second to third languages, especially if the second language as a third language is closely related or the learner is trying a third language soon after starting the second language.

2) Intralingual Transfer

In learning second language, research on the learner's language is the main contributor, namely the identification of sources of error that go beyond the interlanguage error in learning a second language. Thus, it can be seen that the main factor in learning a second language is intralingual transfer. The findings made by the researchers stated that the characteristics of the early stages of language learning are dominated by interference (transfer between languages). However, when the learner has got parts of the new system, the learner will manifest a lot of generalizations and intralingual transfers in the target language. This is logically based on the principles of learning theory. In the progress of learning a second language, students begin to incorporate

structures in the target language itself with their previous experience.

3) Context of Learning

Errors made by students are often caused by misleading explanations from the teacher, incorrect presentation of a structure or word in a textbook, or even by a pattern that is memorized by heart but does not fit the context. For example, two vocabulary words (point at and point out). Vocabulary can cause confusion for the learner because of the contiguity of presentation or a misleading definition, word, or grammatical generalization explained by the teacher.

The source of errors in the form of dialect acquisition can be caused by the sociolinguistic context of natural and uneducated language acquisition. For example, a Japanese immigrant who lives in America and is surrounded by Mexicans, will produce a cultural language that combines Mexican and American English. Besides that, English is studied at university, as well as a Japanese accent.

4) Communication Strategies

The description of communication strategy is still related to learning style. The use of production strategies by students in improving message delivery, is sometimes a source of defeat. Once an ESL student said, "Let us work for the well done of our country," although the sentence conveys a hint of good humor, it does not match the word "well-being", words or sentences can be a source of error.

e. Error Analysis

Error analysis is the study and evaluation of certainty in measurement.²⁹ The function of error

²⁹ John R. Taylor, *An Introduction to Error Analysis* (United State: University Science books, 1997), 3.

analysis is used in the investigation of errors. In investigating errors, one of the earliest methodologies used to analyze learner language is error analysis.³⁰ Part of the methodology used for the language learning process is the theoretical aspect of error analysis. An error analysis is needed to describe the learner's knowledge of the target language at any point in his learning career.³¹ With error analysis, students' abilities in learning languages can be determined. This is one of the functions of error analysis, namely as a measure of the level of success in language learning.

On the other hand, error analysis is the study of linguistic errors, or the exploration of what the individual does not know and how the individual copes with his ignorance.³² Meanwhile, Crystal believes that error analysis is a technique for identifying, interpreting, and classifying errors made by a foreign language learner, using procedures and one of the principles provided by linguistics in a systematic manner.³³ Errors made by learners can be classified into various groups, such as grammatical errors, pronunciation errors, vocabulary errors, language functions, etc.

From some of the explanations above, it can be concluded that error analysis is a way to identify errors and determine a person's ability in the learning process.

f. The Procedure of error analysis

In analyzing errors, there are several procedures that must be carried out. By following the existing procedure, the error analysis process will produce accurate analysis results. These procedures include:

³⁰ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), 47.

³¹ S. P. Corder, *Error Analysis and Interlanguage*, 45.

³² Carl James, *Errors in Language Learning and Use* (New York: Routledge, 2013), 62.

³³ David Crystal, *A Dictionary of Linguistics and Phonetics Sixth Edition* (United Kingdom: Blackwell, 2008), 173.

- 1) Collection a sample of learner language
In collecting a sample of learner language, the sample could consist of natural language use or be elicited either clinically or experimentally. It could also be collected cross sectionally or longitudinally.
- 2) Identification error
Error competence from mistakes in performance and argued that error analysis should investigate only errors. Procedure for identifying errors by reference to normal, authoritative, and plausible interpretations.
- 3) Description error
This types is using description taxonomies namely linguistic and surface strategy. The former provides in indication of the number and proportion of errors in either different levels of language like articles, prepositions or word order. The latter classifies error according to whether they involve omissions, additions, misinformation, or misordering.
- 4) Explanation error
The fourth stage involves an attempt to explain the errors psycholinguistically. Competence errors can result from transfer, intralingual, or unique processes. They can also be include through instruction. Error analysis studies have produced widely differing result regarding the proportion of error that are the result of L1 transfer, but most studies concur that the majority of errors are intralingual. The precise proportion varies as a product of such factors as the learners' level, the type of language sampled, the language level and the learners' age.
- 5) Evaluation error
Evaluation studies entail establishing the effect that different errors have on the person addressed either in terms of comprehension or affective response. They

have produced evidence to show that global error affect comprehension more than local errors, that non native speakers are inclined to be harsher judges of errors than native speakers, and that different criteria involving intelligibility, acceptability, and irritation are used to make judgements.³⁴

2. English Articles

Article is a part of grammar that serves to limit the meaning of the word that is followed. The use of articles in English is in front of nouns. The use of articles can distinguish nouns, whether they are singular nouns, plural nouns, countable nouns, or uncountable nouns.

Articles is one of the grammar categories which consists of two form, namely definite articles and indefinite articles.³⁵ According to Sydney, articles are divided into two types, namely definite and indefinite. The subject of definite article is *the* and the subject of indefinite article is *a/an*.³⁶ The definite article is used for specific nouns. In addition, the definite article is used before certain nouns, such as those denoting body parts, mental faculties, personal items, and other items.³⁷ While the indefinite article is used for general nouns. Only use the article *a* or *an* before singular countable nouns. Specifically, the use of the article *a* before a consonant sound and the article *an* before a vowel sound. The use of article *a/an* depends on the intial letter or first sound of the noun. Articles *a* for consonant sound, and article *an* for vowel sound.³⁸

According to Alexander, articles are divided into three types, namely: definite articles, indefinite articles, and zero articles. It is forbidden to use the zero article or no article in

³⁴ Rod Ellis, *The Study of Second Language Acquisition*, 49-67.

³⁵ Hadumod Bussmann, *Routledge Dictionary of Language and Linguistics*, (London: Routledge, 1990), 89.

³⁶ Sidney Greenbaum and Gerald Nelson, *An Introduction To English Grammar*, 107.

³⁷ Arthur Ahlgren, *On the Use of the Definite Article with 'nouns of Possession' in English*, (California: Appelbergs boktryckeriaktiebolag, 1946), 1.

³⁸ George Yule, *Explaining English Grammar* (New York: Oxford University Press, 1998), 24.

front of plural countable nouns, uncountable nouns, and most proper nouns.³⁹ Example of a zero article is used in front of plural countable nouns: "*ϕ women don't like much money.*" In front of uncountable nouns, "*we like ϕ mineral water,*" and in front of proper nouns, "*I live in ϕ Bali.*"

a. The use of article *a*

As an indefinite article, article *a* has several rules to follow when used. The article *a* is used in front of nouns that start with a consonant. The following rules must be followed when using article *a*:

- 1) Before singular countable noun to talk about any member of a group or category.
Example: We need *a* cup of milk.
- 2) Before singular countable noun to talk about one member of a group or category.
Example: A girl needs love.
- 3) Before singular nouns for describing and classifying people or things.
Example: He is *a* farmer
- 4) In exclamation sentences, they categorise something or someone with singular countable nouns.

Example: What *a* party!⁴⁰

b. The use of article *an*

As indefinite article, article *an* has several rules to follow when used. The article *a* is used in front of nouns that start with a vowel. The following rules must be followed when using article *an*:

- 1) Shows one vowel word.
Example: *An* green apple.
- 2) To generalize commonly encountered objects
Example: *An elephant is mamalia.*⁴¹

³⁹ Alexander, *Longman English Grammar Practice* (New York: Longman Group, 1990), 50.

⁴⁰ Seonaid Beckwith, *'A' and 'The' Explained: A Learner's Guide to Definite and Indefinite Articles* (South Carolina: Createspace Independent Pub, 2013), 59.

⁴¹ George Yule, *Explaining English Grammar*, 25.

c. The use of article *the*

The use of article *the* has several rules. To make a sentence using the article *the*, you need to pay attention to the rules as follows:

- 1) Before nationality nouns to refers to all the people in general (the + -ese or -ss).
Example: *The Portuguese*
- 2) When the reader or listener knows what we are referring to.
Example: Back reference (He is driving a car. *The car is white*).
- 3) For unique items (not place name)
Example: Organization (The world Bank Group).⁴²

d. The use of zero article or no article

- 1) Before plural nouns.
Example: I need papers.
- 2) Before singular uncountable nouns.
Example: water is the best source of minerals.⁴³

3. **Writing skill**

a) Definition of writing

Writing as one of the language skills is a thought that is arranged in a coherent way, so that it takes the form of writing. Writing is the act of forming symbols or making marks on a flat surface of some kind. Writing is not just producing graphic symbols; the arrangement of symbols must comply with certain rules to form words, phrases, or sentences.⁴⁴ Writing is not just a one-step act; it is a continuous creative act. At the initial stage of writing, the author must have determined the topic first. After finishing writing, the writer will correct and then revise the results of his writing. This is done repeatedly until the author feels the results of his

⁴² Alexander, *Longman English Grammar Practice*, 47-49.

⁴³ Elaine walker, *Grammar Pactice fof Upper Intermediate Student* (New York: Longman, 2000), 6.

⁴⁴ Donn Byrne, *Teaching Writing Skill* (New York: Longman, 1988), 1.

writing are appropriate.⁴⁵ This process is needed so that the results of the writing are in accordance with the objectives expressed by the author. That is in accordance with the results of the author's thoughts as outlined in written form.

According to the statement above, Nunan said that in the writing process, the writer needs to imagine, organize, draft, edit, read, and reread.⁴⁶ In line with that, Johnson states that the writing process is pre-writing or generating ideas, drafting, revising, editing, publishing, and sharing.⁴⁷ The determined idea is then developed in the form of words, sentences, or paragraphs. Before the results of the writing are really appropriate, an editing and revision process is needed.

Based on the above understanding, the researcher concludes that writing is a process of expressing a thought or idea in the form of symbols such as words, phrases, and sentences that are arranged according to the rules of writing.

b) The Aspect of Writing

Writing is not just pouring thoughts into written form. There are aspects that need to be considered in writing. According to Raimes, writing is classified into several aspects:⁴⁸

1) Content

A writer has to pay attention to the relevance, clarity, originality, and logic of writing.

2) The Writer's Process

A writer should be aware of how to get ideas, writes drafts, and revises.

⁴⁵ Alice Oshima, *Introduction to Academic Writing* (White Plains: Pearson Education, 2007), 15.

⁴⁶ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 88.

⁴⁷ Andrew P. Johnson, *Teaching Reading and Writing* (New York: Rowman & Littlefield Education, 2008), 179-180.

⁴⁸ Ann Raimes, *Tecniques in Teaching Writing* (New York: Oxford University Press, 1938), 6.

- 3) Audience
Knowing the audience is important because it will make a writer know more about what has to be written
 - 4) Purpose
Purpose is used to determine the aim of the writing in the future.
 - 5) Word Choice
A writer should know the way to apply vocabulary, idiom, and tone in writing.
 - 6) Organization
In this part, a writer is required to know about cohesion and unity.
 - 7) Mechanics
It contains about handwriting, spelling, punctuation, etc.
 - 8) Grammar
The rule of language components like sentence, clause, phrase, etc.
 - 9) Syntax
A writer should know about how to construct sentence structure.
- c) Text Type on Writing
- Every text has a different type. These differences can be caused by the function or other text arrangement. Here are some types of text writing:
- 1) Recount
Text that describes an event in the past.
 - 2) Explanation
Text that describes a process.
 - 3) Narrative
Text that contains stories and stories of events that follow the author's timeline.
 - 4) Procedure
Text that gives some clues about how to do something through a series of actions.
 - 5) Discription
Text that contains the description of an object in detail so that the object is real.

- 6) Report
Text that contains any information that occurs within a scope.
 - 7) Discussion
Text that contains information and opinions on issues that occur.
 - 8) Exposition
A text written to explain the views of a matter or the opinion of an author while at the same time trying to persuade or influence the reader to agree with that opinion.
 - 9) Spoof
Text that contains funny events or experiences that have been experienced by someone.
 - 10) Anecdote
Text that says strange things that serve to entertain the reader throughout the story.
 - 11) Review (response text type)
Text that contains comments and evaluations about a particular item or product.
 - 12) News item
Text that presents a new news with the aim of providing the most updated information that is happening.⁴⁹
- d) Steps of Writing
There are four steps in writing process. The process includes: prewriting or creating ideas; organizing the ideas; writing a rough draft; polishing your rough draft.⁵⁰
- 1) Prewriting
In these steps, the process of writing is to determine the topic to be written about by collecting ideas to support the topics discussed in writing. In addition to determining the topic, the process carried out at this stage is to write down the predetermined topic in the form of

⁴⁹ Ngasbun Egar, *Handout of Writing 3*, 21-22.

⁵⁰ Alice Oshima, *Introduction to Academic Writing*, 15-19.

words or phrases at the top of a piece of paper. This method is called "technical listing."

2) Organizing

The second process in writing is making a simple outline by organizing the ideas. The author writes the topic in sentence form as the main idea. Then make supporting sentences that explain the main idea. In other words, the writer makes the main sentence and the supporting sentences.

3) Writing

The third step is that the writer writes sentences in a rough draft. At this stage, the writer expresses his ideas in sentence form without thinking about punctuation, grammar, and spelling. Errors made at this stage are not noticed because they will be corrected again at a later stage. Besides that, the author also needs to add ideas that are lacking in writing.

4) Polishing

The last step is revising and editing. This is commonly referred to as "polishing" or "writing results." Effective polishing is done by improving content and organization (revision). Next up is (editing) grammar, punctuation, and smaller structures.

The step in editing are peer editing and self editing. Peer editing is done by inviting colleagues or classmates to improve content and organization. Co-editors are tasked with reading and commenting on the strengths and weaknesses of the writing. Then the writer and co-editors discussed the comments that were used as correction material. After that the author rewrites based on the results of the corrections that have been made.

Self-editing is done by editing, finding, and correcting mistakes in their own writing. This chapter consists of several points, namely: first, when preparing the task, you must use the correct format. Second, sentence (a) must

contain a subject and verb, while sentence (b) describes the result of thought. Third, in a simple sentence, it consists of more than one subject, more than one verb, and one subject-verb combination. Fourth, subjects and verbs consist of (singular or plural). Fifth, a fragment is an error sentence or incomplete thought. This can be caused by missing verbs, subjects, and incomplete thoughts. Sixth, Mastering the Rules for Capitalization in English

e) **Writing problem**

In writing, there are various problems that are encountered by learners. According to Maysuroh, there are three problems that are often experienced by learners, including:⁵¹

1) **Grammatical problems**

Most of the problems experienced by learners in writing are grammar-related. Grammatical errors made by learners in writing are connectors, subject verb agreements, and pronoun references. For example, *She live in Semarang*. It should be *She lives in Semarang*.

2) **Word Choice Problems**

A word choice problem is an error that is made because of the wrong word choice in a sentence. For example, *Many people visited in there because the beauty place*. It should be *Visited this place because of the beauty of it*.

3) **Mechanical Problems**

Mechanical issues, which have been reduced to three: first is spelling. For example: *She is a lider*. It should be, *She is leader*. Second is capitalization. For example: *Before they arrive to borobudur temple*. It should be, *Before they arrive to Borobudur Temple*. Third is punctuation. For example: *Thank"s*, It should be *Thanks*.

⁵¹ Siti Maysuroh, dkk. "Students" English Writing Process and Problems: A Case Study at Hamzanwadi University" *Voices of English Language Education Society*, no. 1, (2017), 6-7, <https://doi.org/10.29408/veles.v1i1.388>

f) The writing assessment

There are some criteria in assessment writing. These criteria are based on important points in text writing. Some of the writing assessment criteria are:

1) Grammar

Grammar is an important thing in writing assessments. With grammar, we can judge the language structure of a piece of writing.

2) Vocabulary

To make good writing, the vocabulary that composes the sentence must be in accordance with the sentence structure according to the applicable rules. For example, in writing for a specific purpose, the vocabulary used in the writing must be related to the topic of the article.

3) Mechanics

In writing, spelling, capitalization, and punctuation are part of mechanics. Capitalization, spelling, and punctuation are included in mechanics. Meaningful spelling, capitalization, and good punctuation can help readers understand the writing.

4) Form or Organization

Clear ideas, logical order, fluent expression, and cohesiveness are needed to support good paragraph structure.⁵²

4. Recount text

Recount text is one of the texts taught in Indonesia's education system, both at the junior high and senior high school levels. It is a type of text that tells a series of events in a coherent way.⁵³ The types of recount text that students learn are biography and personal recount.⁵⁴ In line with this,

⁵² Arthur Hughes, *Testing For Language Teachers* (Great Britain: Cambridge University Press, 1989), 91-93.

⁵³ Peter Knapp, *Genre, text, grammar: technologies for teaching and assessing writing*, (Sydney: University of New South Wales Press, 2005), 223.

⁵⁴ Cakrawati, "Recount Text in SFL Perspective: Pedagogical Implication based on Student's Writing Analysis," *Register Journal*, no. 2, (2018), 212, <http://dx.doi.org/10.18326/rgt.v1i12.210-227>.

according to Ngasbun, there are two purposes for recounting text. The first is a factual recount, which aims to evaluate important events that have been documented. Second, the literary recount narrates the author's attitude towards an event that has been experienced to entertain the reader.⁵⁵ Based on this purpose, recount text has a social function, namely to entertain the reader through the information presented. From the various explanations above, it can be concluded that a recount text is a text that tells a series of events that have been experienced by the author with the aim of entertaining the reader.

As a type of text, recount text has a generic structure and language features as follows:

a. Generic structure

The structure of the recount text is divided into several parts. According to Cakrawati, the structure of the recount text is divided into three main parts, namely:⁵⁶

- 1) Orientation
It provides the setting (who, when, and where) related to the events presented.
- 2) Events
It provides a sequence of events.
- 3) Re-orientation
It provides a conclusion to the events presented.

b. Language Feature

In writing a recount text, there are language features that indicate the type of text. According to Hyland, recount text has six language features as follows.⁵⁷

- 1) In identifying people, animals, or things, it uses pronouns and nouns.
- 2) Using action verbs to show events.
- 3) Using the past tense as a time signal.
- 4) Using conjunctions and temporal connectives to sequence the occurrences.

⁵⁵ Ngasbun Egar, *Handout of Writing 3*, 42.

⁵⁶ Cakrawati, *Recount Text in SFL Perspective*, 213.

⁵⁷ Ken Hyland, *Genre and Second Language Writing*, (United States of America: University of Michigan Press, 2004), 135.

- 5) In indicating place and time, it uses adverbs and adverbial phrases.
- 6) In describing nouns, it uses of adjectives.

c. Example

Cycling at Joyo Kusuma Stadium

Last Sunday, we cycled at the Joyo Kusumo Stadium. As usual, every Sunday, many people spend their time off cycling. Five of my friends and I were hunting for culinary treats by riding bicycles at the Joyo Kusumo Stadium.

We left the house at six in the morning. Before we go together to the Joyo Kusumo stadium, first we gather in front of SD Mardirejo. After we got together, we left together for the Joyo Kusuma Stadium. We arrived at Joyo Kusuma Stadium at seven o'clock in the morning. When we got there, we went around the Joyo Kusuma Stadium. On Sundays, the Joyo Kusuma Stadium area is filled with street vendors. Some sell food, clothes, and toys. At Joyo Kusuma Stadium, we bought food and drinks while enjoying the crowds in the Joyo Kusuma Stadium area. After cycling and hunting for culinary delights at the Joyo Kusuma Stadium, we decided to go home. We got home at around nine o'clock in the morning.

It was a very memorable day. Because we can spend time cycling and hunting for culinary treasures together at the Joyo Kusuma Stadium.

B. Theoretical Framework

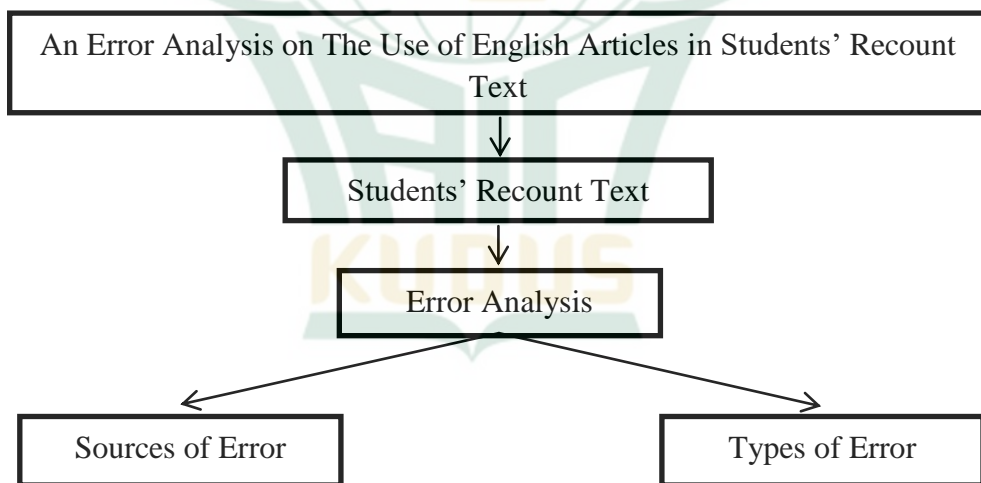
In this section, the researcher discusses theories related to the research topic in order to answer research questions that identify how students are able to use the English article in writing recount text. In this research, researchers must master the basic principles of theory in this discussion.

Writing is one of the important skills in learning English. as a productive skill, writing is a benchmark for students' ability to master English. As a productive skill, writing is divided into several stages, namely prewriting, organizing, writing, and polishing. In writing English, there are several types of text such as descriptive text, narrative text, procedure text, recount text, etc. Writing recount text, as text that aims to inform experience that has

happened in order to entertain the reader. These aspects include social functions, generic structure and language features.

In junior high school, the duration of the learning process becomes a problem for teachers trying to deliver material to students. The process of learning English in junior high school is only 3 hours a week. This time is very short for teachers to produce an effective learning process. For students, this time is certainly an obstacle to learning English, especially in the field of writing. With this problem, many students are constrained in their learning of writing, especially in writing recount texts. Students often make errors and it is difficult to achieve successful writing. Successful writing can be identified based on students' ability to use content, organization, vocabulary, language use, and mechanics.⁵⁸ Therefore, an analysis is needed to find out more about the errors made by students in writing. With this analysis, the teacher can evaluate the sources and types of errors made by students in writing recount texts.

The research teoritical framework of the research above is designed below:



⁵⁸ Muwahhidullah Al-Faraaq, "The Impact of Digital Content on Student' Writing Skill," (Thesis, Universitas Muhammadiyah Makassar, 2020), 10-11.

C. Review of Previous Studies

In this research, researchers need some similar studies related to the problem in this research. To be used as a reference, the researcher uses several studies that have similarities and differences with this research so that this research becomes better. By presenting some similar studies, the researcher would like to briefly explain this research.

1. The first research is delivered by Ida Rahmah Andansari, Okta Widia Sari and Didik Murwantono entitled " *The Students' Error Analysis of Writing in Recount Text for The Milineal Students*" (2019). The goal of this research is to find out the kinds of errors students make in their recount text writing. The subject of the research is eight classes in the eighth grade of SMAN 1. The method used is a descriptive qualitative method and uses a test as an instrument. The research showed that student make error in errors of addition 37 (14.90%), errors of substitution 77 (31.00%), omission 102 (41.10%), and errors of permutation 32 (13.00%). Total students' errors are 248 with the dominant error being omission.⁵⁹

The similarity of this research is analysis students' error in student's recount text writing with qualitative research as a method. The difference lies in the object under study, namely the student's errors in general with senior high school research subjects. While the researcher will analyze the errors of English article in the student's recount text writing with junior high school research subjects.

2. The second research was conducted by Lilik Yuliawati, Aprillia, and Endang Sri Andayani entitled " *Type Of Error On Articles In Students' Writing*" (2020). The objective of this research is to find out what type of error most commonly appears in students' writing. The method used is descriptive qualitative research combined with error analysis methodology. The subject of the research is 90 students of Bina Sarana Informatika University majoring in Communication Studies. The research showed that students

⁵⁹ Ida Rahmah Andansari, dkk., The Students' Error Analysis of Writing in Recount Text for The Milineal Students, *Education Journal of Universitas Ahmad Dahlan*, no. 1, (2019), <http://seminar.uad.ac.id/index.php/STEEEM/article/download/3304/804>

still made errors 41% in omission error, 26% addition error, 24% in misinformation errors and 9 in misordering error.⁶⁰

The similarity of this research is the analysis of students' errors in using English articles with qualitative research as a method. The difference lies in the text that was analyzed being descriptive with students as research subjects. While the researcher will analyze the errors of English article in the student's recount text writing with junior high school as research subjects.

3. The third research was conducted by Siti Fatimah, entitled "*An Error Analysis Of Using Article In Writing Analytical Exposition Text To The Eleventh Grade Students Of SMAN 5 Kediri In Academic Year 2015/2016*" (2017). The goal of this study was to investigate the errors in using articles made by students in the eleventh grade of SMAN 5 Kediri in writing analytical exposition texts. The researcher adopted a qualitative approach and used data of article error type. The subject of this research is the eleventh grade students of SMAN 5 Kediri in the academic year 2015/2016. The results showed that students still made errors in seven categories errors of omission, addition, and confusion type. The most frequent error is addition type 63.158 %.⁶¹

The similarity with this study is the analysis of students' errors in using English articles. The difference is analyzing analytical exposition text written by eleventh grade students of senior high school. While the researcher will analyze students' recount text writing in using English articles with junior high school research subjects.

4. The fourth research conducted by Heppi Kristiani Br Ginting Rahmawati dan Petrus Purwanto entitled "*Error Analysis On Using Simple Past Tense In Writing Recount Text At The Eighth Grade Of Smp Bina Bersaudara 1 Medan*" (2019). The objectives of this study were to find out the types of errors, to describe the students' errors, and to find out the

⁶⁰ Lilik Yuliawati, dkk., *Type Of Error On Articles In Students' Writing, Visi Ilmu Sosial dan Humaniora*, no. 2, (2020).

⁶¹ Siti Fatimah, "*An Error Analysis Of Using Article In Writing Analytical Exposition Text To The Eleventh Grade Students Of SMAN 5 Kediri In Academic Year 2015/2016*," (Thesis Article, University Of Nusantara PGRI Kediri, 2017).

difficulties of students in using simple past tense in writing recount text. This study used qualitative research. Data collected from students' answer sheets The subjects of the research were 25 eighth grade students of SMP Bina Bersaudara 1 Medan. The results showed that there were 151 errors, or 64%. They are ordering with 37 errors (16%), addition with 31 errors (13%), and the last was addition with 18 errors (7%).⁶²

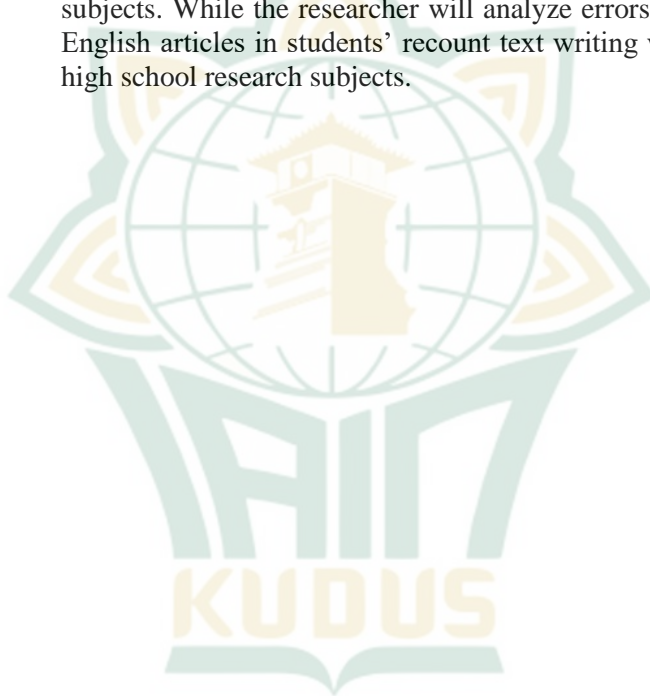
The error analysis of writing recount text at senior high school and the use of the qualitative method are similar. The difference lies in the objectives of this study, which were to find out the types of errors, to describe the students' errors, and to find out the difficulties of students using simple past tense, while the researcher will analyze the student's errors in using English articles.

5. The fifth research is conducted by Elga Nadila, entitled "*An Analysis Of Students' Sentence Structure Errors In Writing Recount Text At State Senior High School 2 Tambang Kampar Regency*" (2020). The objectives of this research were sentence structure errors, focusing on the use of pronouns and past tense. In this study, Surface Strategy Taxonomy classified the errors. The study used a descriptive quantitative method. The subject of this research was the tenth grade students of State Senior High School 2 Tambang in the 2018/2019 academic year. According to the data results, errors made by students in using pronouns amounted to 59 errors. The errors consist of 22 or 37.29% omission errors, then misordering errors of 21 or 35.39% errors, next misformation errors of 15 or 25.42% errors, and the last addition error of 1 or 1.69% errors. Then, the student's error in using past tense amounted to 99 errors. The errors consist of 72 or 72.72% misformation errors, then omission errors of 23 or 23.23% errors, next addition errors of 3 or 3.03% errors, and the last misordering error of 1 or 1.01% errors. Then, the student's errors in sentence structure amounted to 158 errors. The errors consist of 45 or 28.84% omission

⁶² Heppi Kristiani Br Ginting, dkk., "Error Analysis On Using Simple Past Tense In Writing Recount Text At The Eighth Grade Of Smp Bina Bersaudara 1 Medan," *Jurnal Edulingua*, no. 1, (2019). <https://doi.org/10.34001/edulingua.v6i1.783>.

errors, then addition errors of 4 or 2,53% errors, next misinformation errors of 87 or 55.06% errors, and the last misordering error of 22 or 13.92% errors. The error that most students make is misformation, with 87 errors, or 55.06%.⁶³

The similarity is an analysis error in the students' recount text writing. The difference with this research is that it focuses on the use of pronouns and past tense sentence structure errors focusing on senior high school research subjects. While the researcher will analyze errors analysis in English articles in students' recount text writing with junior high school research subjects.



⁶³ Elga Nadila, "An Analysis Of Students' Sentence Structure Errors In Writing Recount Text At State Senior High School 2 Tambang Kampar Regency," (Thesis, State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru, 2020).