

LEARNERS' ERRORS IN WRITING THE RECOUNT TEXT

(A Case Study at the Second Grade of SMP N 8 Bogor)

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University as a partial fulfillment of requirements for the *Sarjana Pendidikan* examination

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DECLARATION

I hereby declare that the paper entitled “Learners’ Errors in Writing the Recount Text” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper. I would be prepared to take any legal responsibility.

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PREFACE

Alhamdulillah *rabbil 'alaamiin*, all praises are dedicated to Allah SWT who has given mercies and blessings to the researcher until she is able finish her paper entitled “Learners’ errors in Writing the Recount Text”.

This paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination at the English Language Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan University.

The researcher realizes that the paper is still far from being perfect. Hence, she accepts any suggestions and constructive criticism that will improve her future study. Hopefully, the paper will be useful for the researcher and those who read it.

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In conducting this paper, the researcher realized that a lot of people have provided motivation, advice, support and even remarks that had helped her. In this valuable chance, she intends to express her gratitude and appreciations to all of them. For the first, she would like to present her sincere appreciations to people who have helped and supported her to fully completing the paper. Her deepest appreciation goes to her beloved parents, her mother Ade Rosnanih for endless love, prayers, and support, and also her father H. Suharya, M.Pd. for always reminding her to never give up while completing the paper and getting bachelor degree as her desire. Also gratitude goes to her beloved husband Muhamad Adilah, S.Kel. who always gives help, support, prayers.

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ABSTRACT

The objective of this research was to identify and to analyze what are kinds of grammatical errors made by the eighth grade learners when they wrote the recount text. The design of this research was descriptive research design. The population of this research was the 8C learners of SMP Negeri 8 Bogor and the number of the sample was 31 learners. The researcher used three methods for getting the data; they were data from documentation, data from questionnaire, and data from the interview. The result of this research indicated that the 8C learners of SMP Negeri 8 Bogor had poor ability in writing the recount text. The highest percentage errors was made in the simple past tense by 83.8%, the second one was using in subject-verb agreement by 67.7%, the third one was preposition by 32.2%, and the last errors was pronoun 16.1%. Furthermore, based on the result of the questionnaire, most of the learners responded that they felt difficult in constructing grammatical sentences especially in the use past tense and it was appropriate with the result of the learners' work and the answer of the interview. In the current research, errors in past tense was more dominant than errors in subject verb agreement, errors in preposition, and errors in pronoun.

Keywords: Analyzing, Errors, Writing, Recount Text

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the language skills. It has been taught from primary school to senior high school. Moreover, it has been taught at playgroup learners as well, although they only study to pronounce a single word, where the learners start writing words and then arrange them into sentences and the last making paragraphs. Surely, writing is not as easy as the learners think, because they should have to use correct dictions, chronologies, and spelling of the word. In learning activities in the classroom, learners express their feeling, thinking, sharing opinion or ideas and stating willingness by writing.

Writing a text is the ability of the learners to arrange the ideas from one paragraph to others and make an effort to connect the ideas cohesively and coherently, so it is meaningful. Sometimes, many learners write texts, but all of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the learners when they study writing.

According to Littlefair (2001:12), there are some types of writing texts, such as the narrative text, the descriptive text, the argumentative text, the recount text, and the report text which each of them has their own rules and functions. In this case, the recount text is the main focus. Meanwhile, the students often make kinds of grammatical errors in writing the recount text. Moreover, the researcher also wants to know what the causes of the kinds of grammatical errors that often

happen. Therefore, it can be as an evaluation for the teachers to try to reduce the learners' errors in writing the recount text.

From the phenomenon above, the researcher wants to do the research related to error analysis entitled Learners' Errors in Writing the Recount Text.

B. Reason for Choosing the Topic

In writing this research topic, the researcher has to choose the research carefully, because the researcher needs to ensure that has good knowledge in understanding the material. She has two reasons for choosing the topic:

First, based on the fact that some of the 8th grade learners in SMP Negeri 8 Bogor have some errors in writing the recount text, especially in kinds of grammatical errors, so the researcher needs to investigate what makes them difficult to write it.

Second, according to Djuharie (2013:5) "Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance, a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion." It means that the learners cannot write if they leave one step in writing the recount text, because the steps are related to each other.

By considering some reasons above, these problems finally become an obstacle for the learners. Therefore, the researcher wants to identify and analyze learners' errors in writing the recount text. It is expected that the learners are able

to overcome their problem by knowing the errors that make in constructing the recount text.

C. Research Question

The research question for this research is: What are the learners' kinds of grammatical errors in writing the recount text?

D. Aim of the Research

The aim of conducting this research is to analyze kinds of grammatical errors in writing the recount text made by the learners.

E. Research Focus

To limit the problem, the researcher focuses on learners' kinds of grammatical errors in writing recount text.

F. Operational Definition

1. Learner

Winkler (2010:6) said, "The learner is at the centre of the education process and actively engaged in his/her own learning." It means that the researcher needs learners as the role of model for doing this research and finding what the errors in writing the recount text during the learning activity is process.

2. Error

An error is something you has done which is considered to be incorrect or wrong, or which should not have been done. Error is the flawed side of learners' speech or writing. They are those parts of conversation or composition that dedicated from some selected norm of mature language

performance. Meanwhile, Brown (2000:76) stated that error as noticeable deviation from the adult grammar of a native speaker.

3. Writing

Ramli (2013:3), explained that “Writing is the ability of the learners to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful.”

4. Recount Text

According to Djuharie (2013:5), “Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of the event is then described in some sorts of order, for instance a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion.”

G. Significance of Study

This research is expected to be useful to:

1. The Student

The result of this study will show the students about the errors they made, therefore by reading the analysis, they are able to know their faults and know the right pattern of word arrangement.

2. The Teacher

The result of the study will show the students’ progress in learning word order, thus it can be used as a reference for the teacher about what

technique or strategy that should be applied in teaching English to improve the students' ability.

3. The Researcher

The result of this study provides evidence of how languages are learned or acquired, and the strategies or procedures that are used by the students. By analyzing the students' errors, the researcher can improve the knowledge about the average of student's ability in mastering English and as the reference also, so the researcher will find the best way to teach English.

CHAPTER II

THEORETICAL FOUNDATION

A. Error Analysis

1) Definition of Errors

Ramli (2013:3), notes that “Errors are something difficult to avoid for the beginner in the learning process. Making the errors refers to a part of learning that is usually faced by many learners.” It means that producing errors can be perceived as part of learning language, particularly foreign languages are made by the learners. Meanwhile, Ellis (2008:62) states, “Error analysis was one of the first methods used to investigate learner language.” It means that the error analysis is the first way to know the language proficiency of the learners.

Additionally, Brown (2000:217) defines that “Learners can learn a language by their errors.” It means that the statement of Ellis can support Brown’s statement. In teaching learning process to get the benefit of the errors, teachers and researchers need to analyze the learners’ errors by using one of the first methods to investigate learner language, it is errors analysis.

Based on the statements above, the researcher concludes that errors analysis is a way of looking at errors made by learners in learning language process.

2) The Differences between Errors and Mistakes

Errors and mistakes are almost similar, but they have differences. There are appropriate ways to use the words, and this will often depend on the context. According to Brown (2000:217), “An error cannot be self-corrected, while mistake can be self-corrected if the deviation is pointed out to the speaker.” It means that the learners make errors because they do not know the correct form. They also do not understand and do not realize they have made errors. Learners make mistakes because they realize their mistakes.

Keshavarz (2008:60), notes that “A distinction between errors and mistakes. Errors are considered to be systematic, governed by rule, and appear because a learner’s knowledge of the rules of the target language is not incomplete.” They show learner’s underlying knowledge of the target language that is his traditional competence. In contrast to errors, mistakes are random deviations and unrelated to any system. They are related to the performance of the learner and might occur in the speech and writing like slip of the tongue, slip of the ear, slip of the pen, and false start.

Harmer (2007:137), states that “Slip is a mistake which learners can correct them once the mistakes have been explained by the learners.” In other words the errors refer to mistakes which learners cannot correct themselves, therefore they need explanation. It implies that slip and error are mistakes, but both of them are different. Slip can be self-corrected by the learner while error cannot be self-corrected because the learner has not yet mastered the rules of the target language.

From the explanations above, the researcher focuses on the errors that are made by the learners. As Brown and Harmer said that the learners cannot be self-corrected their errors because they do not know what the errors they made. Therefore, the teacher and the researcher have an important role in this phenomenon, because they can find what the errors made by the learners and make an evaluation from this.

The researcher discusses types of errors which are taken from Dulay, Burt, and Krashen (1982), as cited from Ellis (2008:78). They are divided into four major types of errors which classifications have been identified as follows:

1. Omission

Omission errors are the absence items which any morpheme or word in a sentence is not well-formed. It means that the learner omits the item that should appear in a good utterance. The omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. On the other hand, grammatical morphemes are little words that play a minor rule in delivering the meaning of a sentence.

2. Addition

Addition errors are the presence of an item which is not supposed to appear in a well-formed one. In this part, types of addition errors are divided into irregular past, regular past, article, and preposition. For instance, *we did not went there*. As shown in the example, the auxiliary *did not* should not be followed by the past verb, it should change into the

present. Thus, the sentence should be *we did not go there*.

3. Misinformation

Misinformation error comes from the use of the wrong item of the morpheme or structure. Misinformation error is divided into regular past, auxiliary, preposition, and possessive pronoun. The example of misinformation is *the dog ate the chicken*. The sentence contains misinformation in the use of regular past. The verb *eat* is an irregular verb so it should be changed into a past form which is *ate*.

4. Misordering

Misordering errors are described by the incorrect placement of a morpheme or group of morphemes in an utterance. The example of a misordering error is *what daddy is doing?*. The sentence has an error because there is an incorrect placement. To be *is*, should be put between *what* and *daddy*. The correct sentence should be *what is daddy doing*

Moreover, the researcher finds three sources of psycholinguistic errors that have been identified by Richards as cited in Ellis (2008:114) as follows:

1. Interference Errors

Interference errors are caused by the interference of the learners' mother tongue, e.g. *the man skinny*. A Spanish speaker produces the word order of Spanish adjectival phrases so he/she translates the grammatical form into the learners' first language.

2. Interlingua Errors

The errors are made by the learners who have known the general characteristics of rule learning into the target language but they still fail to apply the rules. E.g. *she was goes to the market*. In that example, the learner knows the rule of simple past tense, but the learner applies a wrong concept. It can be caused by the learner's ignorance on the use of verb two as simple past tense has an irregular verb and regular verb. In that sentence, the word of *was goes* should be changed to *went* because the word *go* is an irregular verb. So, the verb should be changed if an action happens at a particular time.

3. Developmental Errors

The errors occur when the learners attempt to construct hypotheses about the target language on the limited experience. Developmental errors are made by children learning the target language as their first language. For example, *Dog eat it*. The learner omits the marker of the article and the verb past marker.

3) Steps of Analyzing the Errors

According to Ellis and Barkhuizen (2005:153), there are five steps in conducting the errors analysis.

1. **Collection of sample of learner language.** The data for error analysis comes from a sample of learner language. It is collected and narrowly specified to get an appropriate sample.
2. **Identification of errors.** This step, the researcher identifies the sample of learner language from the target language as the data of the research.
3. **Description of errors.** The description of errors involves a comparison of the learner's idiosyncratic utterance with a reconstruction target language utterance.
4. **Explanation of errors.** Explaining errors is an important part to understand the process of second language acquisition in establishing the source of the error.
5. **Error evaluation.** Error evaluation is the last step to conduct error analysis. It involves consideration of the effect of the error a people have, what errors, and how to evaluate.

Based on the five steps above, it is concluded that collecting a sample, identifying errors, describing errors based on the classification, explaining errors by taking the possibility of why and how it happens, and evaluating errors are the procedures in analyzing errors.

4) Causes of the Errors

The errors made by learners are caused by some factor either from the learners itself or from the other person. Norrish (Hasyim, 2002:47) classifies the causes of error into three types that is carelessness, first language interference, and translation. Those are discussed below.

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the learner's fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.

2. First language

Language learning is a matter of habit formation. When someone tries to learn new habits the old ones will interfere with the new ones. This cause of the error is called the first language interference.

3. Translation

Translation is one of the causes of errors. It happens because a learner translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

B. Writing

1) Definition of Writing

Writing is one of a medium of human communication that represents an important skill that should be learnt by the learners in English. Littlefair

(2001:98) states, “Writing is the process refers to the act of gathering ideas of working with them until they are presented in a manner that is polished and comprehensible to the reader.” It means that writing is the way to deliver some ideas and present them to others clearly through ordered words.

English writing in both educational and professional settings is increasingly important in countries of non-native speakers of English by Nurul (2018:9). Most learners are required to write a variety of genres of writing, including business writing, summaries, internship report, and research proposal. Learners often find that writing is a difficult task. One reason is that good writing requires a text with the complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts (Cumming, 2001:3) cited by Nurul (2018:10). With all these details, the learners find English writing is a difficult assignment. It is impossible not to make errors in writing. In Thailand, learners have faced with the writing problems chronically.

In brief, writing is one of the important language skills for people to communicate. It is also an activity that can facilitate people, especially learners to express their ideas to understand statements or text. As it is considered as crucial ability, learners need to expand their capability in writing.

C. The Recount Text

1) The Definition of the Recount Text

The recount text is a text of which function is to retell the sequences of events which happened at a particular time. The notion of the recount text is also stated by Anderson (2007:10), who says that the recount text is a piece of writing that retells past events in which the purpose of the recount text is to entertain the readers. Besides Saragih, Silalahi, & Pardede (2014:30) state, “The purpose of the recount text is to tell the readers what happened in the past through a sequence of events”. Thus, the recount text means to retell the story which happened in the past and to give entertainment to the readers. The recount text has three schematic structures, namely orientation, events, and re-orientation is taken from Saragih, Silalahi, & Pardede (2014:34). The researcher elaborates the schematic structures as follows:

1. Orientation

Orientation takes place in the opening of the first paragraph. The researcher usually gives information about 5 W (what, who, when, why, and where). Based on Saragih, Silalahi, & Pardede (2014:35), the orientation provides details background information about who, what, where, and when.

2. Events

In the recount text, the main important step in the event, because the event tells what happened in chronological order. It means that the main of the story in the recount text takes place in the event.

3. Reorientation

The reorientation in the recount text is the closing of the story. In this part, the researcher usually concludes all things that happened in the past or retell what happened at the end of the story.

2) Language Features of Recount Text

According to Anderson (2007:15), the recount text usually has some language features such as:

1. Use of the first-person pronoun, such as I, we.
2. Temporal sequences or linking items, such as the, next, later, etc.
3. Specifics participants, such as my mother, my friends, etc.
4. Use of simple past tense, simple past tense indicates a completed action about what happened in the past at the specific time.
5. Use of material processes or action verb, such as went, saw, left, etc.
6. Circumstances of place, where did the story take place?
7. Circumstances of time, in the past tense, and adverb of time can be found in the sentence such as ago, yesterday, last week, etc, may show a period of times that can be meant by the context or situation.

Other language features of the recount text taken from Saragih, Silalahi, & Pardede (2014:57) are:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

D. Related Research

To support this research, there are some researchers which are relevant to this study are presented here. The researcher focused on the analysis of learners' errors in writing. The related research is collaborative writing in the recount text.

The first, the research was done by Mulia (2019:12) entitled, "Learners' Error in Writing Summary ". This study investigated the 6th semester of English Language Education Study Program in Pakuan University. The researcher used a qualitative approach and descriptive method in this research. The data were gained from documentation, questionnaire, and interview. The questionnaire is given to 35 learners' who became the respondents. Based on data the researcher found that there are two kinds of problems in writing faced by learners. Those are transferring the ideas into words and distinguishing the main idea. The other results the researcher found that learners can overcome the problems.

The second, that was done by Ramli (2013:5) entitled, "An Analysis on Learners' Error in Writing the Recount Text". The purpose of the study is to know the errors in writing the recount text of the tenth Grade Learner of SMAN I Siantan in Academic Year 2012/2013. The method used in this research is a Descriptive where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are measurement technique and direct observation technique. The tool for collecting data are written test. Based on the finding in this research, there are 275 errors made by the learners in writing the recount text. The error is 95 or 34.54% errors at writing the content of

the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.

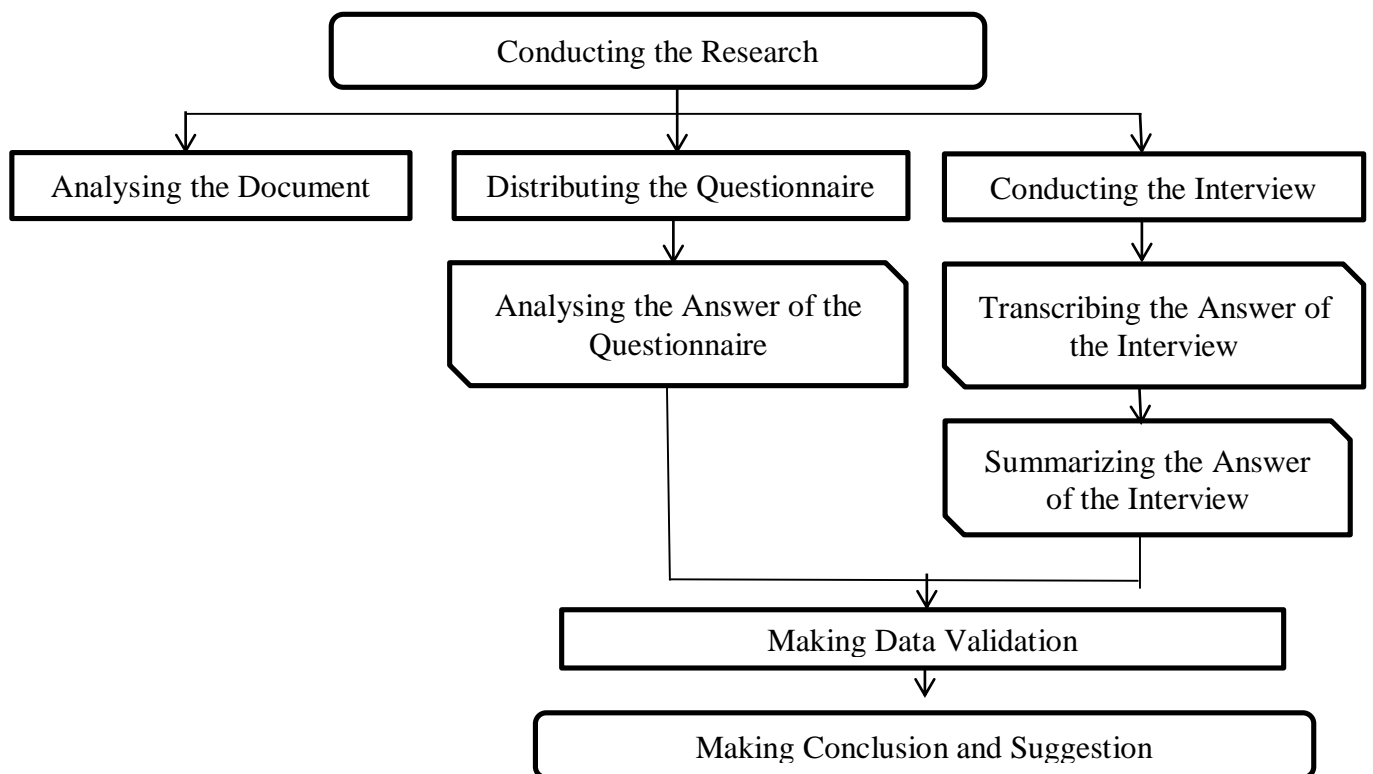
From the previous studies above, the researcher tries to focus on learners' errors in writing the recount text and to find out what are learners' errors in writing the recount text.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Method and Design

In conducting the research, the researcher applies qualitative approach and descriptive method to describe the learners' errors in writing the recount text. According to Creswell (2009: 37), a qualitative research is a method for exploring and understanding the meaning of the individuals or groups that comes from a social or human problem. It means that the descriptive method can be used in order to solve the problem on their research based on human cases that found.

Research Design



(By Cresswell 2014: 24)

B. Research Site and Participants

The researcher uses purposive sampling technique in choosing the participant. Purposive sampling means taking the respondents based on a certain purpose that has been made by the researcher. The sample of this research was the 8-C class that consists of 31 students.

C. Research Instrument

The data of this research are collected through documentation, questionnaire, and interview:

1. Documentation

The first instrument is documentation as cited by Creswell (2014: 254), "The documents can be gained from report, newspaper and research called public document or email letter and diary called private document." In this research the researcher uses the public document that is the result of learners' writing the recount text.

2. Questionnaire

Questionnaire is the second instrument. According to Creswell (2014: 142), "Questionnaire has two types of questions; open ended question and close ended question." In this research close question questionnaire will be distributed to all participants.

3. Interview

Interview is the last instrument that is used in collecting the data of this research. As affirmed by Creswell (2014: 330) the goal of

interview is to get the overview and the opinion of the participants taught. Therefore, from the interview the researcher will get information from the participants' opinion related to learners' errors in writing the recount text. The process of the interview will be recorded by the researcher. Semi-structured interview will be applied in this research as the interview model. According to Creswell (2014: 254), "Semi-structured interview is made to figure out participants perception and opinion."

D. Research Procedure

The first, the researcher will ask the teacher about documentation of learners' writing the recount text. The result of the learners' writing the recount text will be analyzed by the researcher. Leaving this, the questionnaire is distributed to all the participants. Next, the learners who have low scores in writing the recount text will be interviewed.

E. Data Analysis

In conducting this research, the researcher used documentation, questionnaire and interview. The documentation was used as the supporting instrument in this research before taking the result of questionnaire and interview. After getting data from students' work as the documentation, the researcher will ask the learners' by the questionnaire

was given by the researcher to the learners to get additional information and data related to the learners' problem in writing the recount text.

In this research, questionnaire was used to get additional information related to students' knowledge in writing the recount text. The questionnaire consisting of ten questions and the form of questions was multiple choices which consisted of three options in each question.

Referring to the steps of error analysis method from Corder in Ellis (2008) cited by Mohtar (2011), the data were analyzed as follows:

1. The researcher studied the acquire data and found out the grammatical errors by underlining the errors
2. The researcher classified them into 4 areas based on summary kinds of grammatical errors taken by Dulay, Burt, and Krashen (1982) as cited from Ellis (2008:78), Surina and Kamarulzaman (2009: 190), and Anderson (2007:18). they are:
 - a. Errors in the use of subject-verb agreement
 - b. Errors in the use of simple past tense
 - c. Errors in the use of preposition
 - d. Errors in the use of pronoun
3. After getting data from questionnaire, the researcher asked the learners' who have low score from student's work for doing the interview.
4. The data calculated and drawn up in the table of percentage which the formula as follows:

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

By which:

P= Percentage

F= Frequency of error occurred

N= Number of cases (total frequent / total individual)

5. The researcher classified the frequency of the errors. It was classified based on the criteria proposed by Depdikbud (1994) as follows:

Table 3.a
Error Classifications

NO	Percentage	Classification
1	66 - 100 %	high error
2	36 - 65 %	moderate error
3	0 - 35 %	low error

6. The last steps were drawing a conclusion based on the analysis.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted on September 20th to October 07th 2020 in SMP Negeri 8 Bogor. The data were taken from document analyses, questionnaire, and interview. The participants were 31 learners of 8-C in 2019/2020.

1. Data from Document

The data from documentation were taken from the learners' work about recount text which was given by the teacher. Analyzing the learners' work only focuses on the learners in 8-C, there are 31 learners. The purpose of analyzing the learners' work is to find out what the kinds of grammatical errors are made by the learners when they wrote a recount text.

After analyzing the data based on the results of the learners' work, the researcher found out that there were a lot of errors made by the learners, especially in grammatical errors based on summary kinds of grammatical errors taken by Dulay, Burt, and Krashen (1982) as cited from Ellis (2008: 78), Surina and Kamarulzaman (2009: 190), and Anderson (2007: 18). they are:

The percentage of the errors made by the 8-C learners of SMP Negeri 8 Bogor in writing recount text can be seen in the following table.

Table 4.a
Learners' Percentage Errors

No	Types of Errors	Frequency
1	Errors in the use verb agreement	21
2	Errors in the use past tense	26
3	Errors in the use preposition	10
4	Errors in the use pronoun	5

Based on the data presented, the researcher classified the range of the errors made by the 8-C learners of SMP Negeri 8 Bogor. The classification is divided into four types of errors, there are as follows:

a. Errors in the use of verb agreement

There were 21 out of 31 learners who made errors in subject verb agreement. Based on types of errors which are taken from Dulay, Burt, and Krashen (1982), as cited from Ellis (2008:78). Omission errors are the absence items which any morpheme or word in a sentence is not well-formed. It means that the learner omits the item that should appear in a good utterance. In this case, content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Therefore, learners must be able to identify the subject whether it is singular

or plural.

Having difficulties in identifying the subject made learners fail in producing the correct form of the verb. It means that the learners have made errors in making the verb-agreement between subject and verb. The examples of their errors are as follow:

Excerpt #1

We *was* playing together. (were)

It was taken from learner's work number 30.

Excerpt #2

The schedules *is* useful for me. (were)

It was taken from learner's work number 31.

b. Errors in the use of past tense.

In writing sentences, using the past tense is to describe and to narrate an event or situation in the past time. There were 26 learners were made errors in this term. The errors were made by them as follows:

Excerpt #4

I *am* very happy. (was)

It was taken from learner's work number 19.

Excerpt #5

I *am* grateful that none of teacher caught us. (was)

It was taken from learner's work number 18.

Excerpt #6

we *go* to one destination. (went)

It was taken from learner's work number 12.

c. Errors in the use of preposition

There were 10 learners who made errors in using the preposition. Prepositions are connective words which show the relationship between nouns and one of the basic sentence elements: subject, verb, object, adverb, or complement.

Preposition should be used based on its context. The examples of using prepositions as follows:

Excerpt #7

There I played and studied with my friends. (In there)

It was taken from learner's work number 6.

Excerpt #8

My friend and I went to *in* the Botanical Square to watch the cinema. (omitted in)

It was taken from learner's work number 29.

d. Errors in the use of pronoun

There were only five learners who made errors in using the pronoun. The pronoun is a word which is used to substitute or instead nouns in the place of a noun or noun phrase. The

examples of errors made by learners in using pronouns can be seen as follows:

Excerpt #10

My friend and I were wet clothes because *my friend and I* played ice age game. (we)
It was taken from learner's work number 6.

Excerpt #10

My parents were really support me, i love *my parents* so much. (them)
It was taken from learner's work number 21.

2. Data from Questionnaire

The second data was from the questionnaire. It was conducted on September 28th to October 5th 2020. The researcher got the data by giving the learners link of Google form. The questionnaire was distributed in order to get additional information related to learners' errors in making recount text. The results of the questionnaire were presented in the following table.

Table 4.b
Results of Questionnaires

No	Questions	Choice of Answer	Frequency	%
1	Apakah anda memahami subject verb-agreement didalam recount text?	a. Sangat bisa	0	0
		b. Bisa	17	55
		c. Tidak bisa	14	45

2	Apakah anda bisa mengaplikasikan subject verb-agreement didalam text recount dengan baik dan benar?	a. Sangat bisa	8	26
		b. Bisa	20	65
		c. Tidak bisa	3	10
3	Apakah anda mengetahui struktur tenses yang sesuai dalam text recount?	a. Sangat bisa	2	6
		b. Bisa	27	87
		c. Tidak bisa	2	6
4	Apakah anda mengalami kesulitan dalam menggunakan kata kerja lampau dalam teks recount?	a. Sering	26	84
		b. Jarang	3	10
		c. Tidak pernah	2	6
5	Apakah anda mengalami kesulitan tenses dalam menulis teks recount?	a. Sering	10	32
		b. Jarang	16	52
		c. Tidak pernah	5	16
6	Apakah anda mengalami kesulitan dalam menyusun teks recount?	a. Sering	5	16
		b. Jarang	20	65
		c. Tidak pernah	6	19
7	Apakah anda memahami penggunaan preposition dalam text recount?	a. Sangat bisa	18	58
		b. Bisa	7	23
		c. Tidak bisa	6	19
8	Apakah anda mengalami kesulitan dalam mengaplikasikan in, on, at dalam menulis teks recount?	a. Sering	21	68
		b. Jarang	10	32
		c. Tidak pernah	0	0
9	Apakah anda memahami penggunaan pronoun atau kata ganti dalam menulis teks recount?	a. Sangat bisa	10	32
		b. Bisa	19	61
		c. Tidak bisa	2	6
10	Apakah anda mengalami kesulitan dalam menggunakan kata ganti nama, tempat, atau benda dalam menulis teks recount?	a. Sering	12	39
		b. Jarang	19	61
		c. Tidak pernah	0	0

3. Data from the Interview

After getting data from the questionnaire, the third data was from the interview asked the learners who have low scores from learner's work. The interview was conducted on October 7th 2020 by voice call on WhatsApp. There were eight questions according to four indicators in the kinds of grammatical errors. The indicators were errors in using verb agreement, past tense, preposition, and pronoun.

a. Error in the use of verb agreement

The first and second questions were asked to gain information about learners' errors in identifying the subject made learners failed in producing the correct form of the verb. It means that the learners have made errors in making the agreement between subject and verb. Both respondents stated the differences answer as mentioned in excerpt #1 and excerpt #2.

Excerpt #1

Saya sedikit memahami tentang perbedaan penggunaan verb dengan subject antara singular dan plural, tapi dasarnya saja. Jadi contohnya seperti... "Cats are mamals" kalo singularnya "a cat is a mamal."

[I understand a little bit about the differences between using the verb with the subject between singular and plural, but basically only.
So for example like... "Cats are mammals" if singular "a cat is a mammal."]

Excerpt #2

Saya sedikit mengetahuinya kak, soalnya belum terlalu menguasainya. Emm.. Untuk contohnya "I was playing football yesterday".

[I know a little bit sis, because I haven't mastered it too much. Emm.. For example "I was playing football yesterday".]

b. Error in the use of past tense

The third and fourth questions were asked to describe and to narrate an event or situation in the past time. Both respondents stated a similar answer as mentioned in excerpt #3 and excerpt #4.

Excerpt #3

Saya memahami dasarnya juga, Cuma kadang saya melupakan keharusan untuk menggunakan past tense ini di text. jadi contohnya seperti kata "go" misalkan menjadi "went" atau diakhiri dengan "ed".

[I understand the basics as well, but sometimes I forgot the obligation in the use past tense in this text. So for the example like the word "go" is being "went" or ending with "ed".]

Excerpt #4

Saya sedikit memahami juga kak, cuma belum terlalu menguasainya. Cara saya mengaplikasikan itu biasanya... saya melihat dari rumusnya dulu baru saya mempelajarinya itu.. jadi, dari saya mempelajari rumusnya terus saya kembangin jadi membuat kalimat tersebut, rumusnya itu subjek diikuti dengan verb 2.

Tapi kadang saya itu suka lupa kalo mau aplikasiin di text recount itu. hehe

[I understand the basics too, so for example like I understand

a little too sis, just not to be mastered it. I apply it is usually... I saw from the formula after that I learned it.. So, from I was studying the formula then I kept going to make the sentence, the formula was the subject followed by verb 2. Sometimes I forgot for applying this formula in the recount text.]

c. Error in the use of preposition

The fifth and sixth questions were asked about prepositions for connecting words which show the relationship between nouns and one of the basic sentence elements: subject, verb, object, or complement. Both respondents stated a similar answer as mentioned in excerpt #5 and excerpt #6.

Excerpt #5

Saya memahami untuk preposition itu bisa digunakan untuk menunjukkan waktu dan juga tempat. Saya terkadang kesulitan dalam membedakan fungsi in, on, dan at dalam fungsi waktu.

[I understand about preposition it can be used to show the time and also the place. I sometimes find it difficult to distinguish in, on, and at functions in time functions.]

Excerpt #6

Belum memahami kak, hehe jadi kesulitan saya itu sebenarnya aku belum terlalu ngerti dalam bahasa inggris kak, jadi untuk... kata kerja dan kata sifatnya itu belum terlalu tau. Jadi kadang-kadang susah untuk itunya kak, untuk diaplikasiinnya.

[Do not understand sis, hehe so my difficulty is actually I do not understand too much in English sis, so for... The verbs and adjectives are too well known. So sometimes it's hard for that, to apply it.]

d. Error in the use of pronoun

The seventh and eighth questions were asked substitute or instead nouns in the place of a noun or noun phrase. Both respondents stated the similar answer as mentioned in excerpt #7 and excerpt #8.

Excerpt #7

kalo saya gatau cara menggunakan dengan baik dan benar, karena saya.. kadang juga suka mengalami kesalahan. Jadi kalo dalam sudut pandang orang ketiga itu.. tentang orang yang sedang dibicarakan, jadi menggunakan third person, kalo misalkan tunggal itu he, she, her, sama it. kalo third person yang jamak itu they sama them.

[If I do not know how to use properly and correctly, because I.. sometimes also like to experience mistakes. So if in the point of view of the third person it is.. about the person being talked about, so use a third person, kalo suppose the single one is he, she, her, same it. kalo third person who plural it they are the same them.]

Excerpt #8

*Belum ngerti juga kak, kayanya udah dijelasin sama guru..
Cuma kayanya kadang-kadang suka lupa lagi kak.*

[I don't know yet, brother, maybe the teacher has explained..
But it seems that sometimes like to forget again sis.]

In brief, the data gained from the interview showed that the learners faced some errors which were related to the indicators used. The first error was errors in the use of verb agreement. There are different answers both respondents one and two. The first respondent said that she understood a little bit about verb agreement and could give the correct example of this topic. However, the second respondent did not understand about verb agreement and gave the error example. The second error was errors in the use of past tense. The respondents had to know about the basic formula for making simple past tense, but when they applied into the text, sometimes they forgot. The third one error was errors in the use of preposition. They have similar answers; they did not understand how to apply the preposition in writing the recount text. The last one of the error was errors in the use of pronoun. Both of them did not understand how to use pronoun and apply it, one of them felt confused when using the correct subject or object in pronoun.

B. Data Analysis

In this research, the researcher has tried to identify and to analyze the kinds of grammatical errors that the learners made in their writing, especially in recount text. Besides, she wanted to find out the sources of their errors. Before analyzing the data from documentation, she asked the teacher about the result of learners' work who had given by the teacher in writing the recount text. From the research and the analysis that the researcher has conducted, she found out that the 8-C learners of SMP Negeri 8 Bogor made the following kinds of grammatical errors based on summary taken by Dulay, Burt, and Krashen (1982) as cited from Ellis (2008:78) and Anderson (2007:18); subject-verb agreement (67.7%), simple past tense (83.8%), preposition (32.2%), pronoun (16.1). All percentage errors above can be classified into high errors except errors in preposition and pronoun into low errors.

By looking at the result, the researcher found that errors in using past tense were the highest percentage errors made by learners in writing the text, while the lowest errors were the use of pronoun. The errors which were made by learners were caused by several sources. There are one of the sources of psycholinguistic errors that have been identified by Richards as cited in Ellis (2008:114). The sources is interlingual errors, it was the most difficult aspects for learners. It was because they always referred to their Bahasa Indonesia in making their English Writing. They made errors when they translated Bahasa Indonesia to English literary, for

example *Saya sangat senang disana* was translated “*I so happy in there” while it should be “I was so happy”.

Furthermore, learners felt difficult in constructing sentences grammatically even they thought that they could choose the appropriate vocabulary when they wrote as they answered in the questionnaire. Induced errors happened in their verb tense, especially in past tense. James (1998) cited by Ramli (2013:67) stated that induced errors are the result of being misled by the way in which the teachers give definitions, examples, explanations, and arrange practice opportunities. In other words, most of the teaching and learning process can influence the learners to made errors or not. They made the same errors when it comes to verb changes from present to past. The researcher assumed that the learners have not understood well about the past tense which becomes the main features in recount text.

Additionally, the result from data of the learners’ work showed that the use of pronoun in writing was not too difficult for the 8-C learners at SMP Negeri 8 Bogor. It was classified as the lowest errors. It could have happened since they had basic knowledge about the use of pronoun after did the interview, it was contained in excerpt #7 and excerpt #8.

After analyzing the results of learners’ work, the researcher gave the questionnaire to the learners in order to get additional information about their knowledge in recount text. Concerning the result of questionnaire, the researcher found that most of the learners felt difficult in using simple past

tense and in choosing appropriate vocabulary when they wrote. They felt difficult in constructing paragraph by using verb agreement in their writing of recount text. It was supported by the result of percentage when they answered item 1 and 2 in questionnaire. In item 2, there were 20 learners (65%) who answered that they always felt difficult in applying verb agreement in recount text with the correct form. It means that verb agreement was the difficult element in writing for them. Meanwhile in item 4, there were 27 learners (87%) always felt difficult in using past tense. It can be assumed that they always got confused in changing verb from present tense form into simple past tense form. In other words, simple past tense as one of aspects in grammar was very difficult part for learners in making recount text. Besides that, there were 21 learners (68%) in item 8 responded that they felt difficult in applying preposition in their writing recount text. For the last, they answered item 9 and 10 there were 19 learners (61%) who not fully got the difficult errors in using pronoun. Based on the percentage above, it can be concluded that learners did not master well about kinds of grammatical errors in writing the recount text.

The last step after getting the data from learners' work and questionnaires is the interview. The result data of the interview from the learners who have low scores, they were two respondents. There were four indicators consist of eighth questions. For the first and second questions were about errors in using verb agreement, the respondents have different answers, one of them stated that she could give the example because

understood about this topic, but another respondent could not give the correct example because she did not understand. For the next indicators, there were similar answers both of them. From the result, the researcher concluded that the respondents understood a little bit about the definition past tense, preposition, and pronoun, but they have the difficulties when they applied it into the recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to this research, the researcher found that 8-C learners of SMP Negeri 8 Bogor have some errors in writing the recount text. Most of them did errors in grammar areas. There were 21 learners (67.7%) who made error in the use of subject-verb agreement. There were 26 learners (83.8%) that made errors in using the simple past tense. There were 10 learners (32.2%) who did errors in using preposition. The last, there were 5 learners (16.1%) that made errors in the use of pronoun. Shortly, in the current research, error in tense was more dominant than errors in subject verb agreement, errors in preposition, and errors in pronoun.

The percentage of each error in the grammar area can be ranged from high to low errors. This point means that the 8-C learners of SMP Negeri 8 Bogor had poor ability in writing recount text. Furthermore, based on the result of the questionnaire, most of the learners responded that they felt difficult in constructing grammatical sentences and it was appropriate with the result of the learners' work and the answer of the interview.

B. Suggestion

Considering the conclusion, the researcher would like to give some suggestions to the learners and other researchers as follows:

1. For other researchers

For other researchers since this research provides some errors faced by the learners when they wrote the writing text, it is better if they can conduct a research in the use of the method by classroom observation, it can help them to know about the condition when the learners get the material about recount text.

2. For the learners

The learners should learn more about subject-verb agreement, past tense, pronoun and preposition in order to reduce their grammatical errors in making paragraph, then they should do self-learning and try to make more practice concerning to the materials about the grammar. Furthermore, they can write the recount text using varied words in good construction.

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APPENDICES

Appendix 1: Instrument

KUESIONER

A. Pengantar

Saya Gita Khoirunisa, mahasiswi Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Pendidikan Bahasa Inggris sedang melakukan penelitian dengan judul "*Learners' Errors in Writing the Recount Text*". Untuk mendapatkan data dari penelitian tersebut, saya mohon kesediaan Anda untuk mengisi kuisisioner yang telah saya buat. Informasi yang Anda berikan akan digunakan semata-mata hanya untuk penelitian saya. Saya ucapkan terimakasih atas partisipasi Anda dalam mengisi kuesioner ini.

B. Petunjuk Pengisian

Bacalah dengan teliti setiap pernyataan. Kemudian jawablah setiap pernyataan sesuai dengan pengalaman Anda.

Pilihlah salah satu dari lima pilihan yang disediakan dalam kolom di bawah ini. Pilihan yang Anda pilih akan menunjukkan perilaku anda dalam memahami materi terkait penelitian yang saya lakukan sekaligus membantu penelitian tersebut.

KUESIONER SISWA

No	Questions	Choice of Answer
1	Apakah anda memahami subject verb-agreement didalam recount text?	a. Sangat bisa b. Bisa c. Tidak bisa
2	Apakah anda bisa mengaplikasikan subject verb-agreement didalam text recount dengan baik dan benar?	a. Sangat bisa b. Bisa c. Tidak bisa
3	Apakah anda mengetahui struktur tenses yang sesuai dalam text recount?	a. Sangat bisa b. Bisa c. Tidak bisa
4	Apakah anda mengalami kesulitan dalam menggunakan kata kerja lampau dalam teks recount?	a. Sering b. Jarang c. Tidak pernah
5	Apakah anda mengalami kesulitan tenses dalam menulis teks recount?	a. Sering b. Jarang c. Tidak pernah
6	Apakah anda mengalami kesulitan dalam menyusun teks recount?	a. Sering b. Jarang c. Tidak pernah
7	Apakah anda memahami penggunaan preposition dalam text recount?	a. Sangat bisa b. Bisa c. Tidak bisa
8	Apakah anda mengalami kesulitan dalam mengaplikasikan in, on, at dalam menulis teks recount?	a. Sering b. Jarang c. Tidak pernah
9	Apakah anda memahami penggunaan pronoun atau kata ganti dalam menulis teks recount?	a. Sangat bisa b. Bisa c. Tidak bisa

10	Apakah anda mengalami kesulitan dalam menggunakan kata ganti nama, tempat, atau benda dalam menulis teks recount?	a. Sering b. Jarang c. Tidak pernah
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DAFTAR PERTANYAAN INTERVIEW

Indikator	No	Pertanyaan	Jawaban
<i>Errors in subject-verb agreement</i>	1.	Apakah anda memahami perbedaan penggunaan <i>verb</i> dengan <i>subject</i> antara <i>plural-singular</i>	
	2.	Sejauh mana kemampuan anda membuat contoh kalimat menggunakan <i>verb-agreement</i>	
<i>Errors in the use simple past tense</i>	1	Apa anda memahami mengenai penggunaan <i>simple past tense</i> dalam teks recount	
	2.	Bagaimana cara anda mengaplikasikan <i>simple past tense</i> dalam teks recount.	
<i>Errors in the use of preposition</i>	1.	Apa anda memahami mengenai penggunaan <i>preposition</i> dalam teks	

	2.	recount Menurut sudut pandang anda bagaimana cara anda mengetahui adanya kesulitan dalam mengaplikasikan <i>preposition</i> dalam teks recount	
<i>Errors in the use of pronoun</i>	1.	Bagaimana cara anda menggunakan kata ganti benda (<i>pro-noun</i>) dengan baik benar.	
	2.	Menurut sudut pandang anda sejauh mana anda mengetahui kata ganti (<i>pro-noun</i>) dalam sudut pandang ketiga atau menjadi object dalam suatu kalimat.	

DOKUMENTASI (Students' Work)

NO	Indikator	Sentence
1.	Errors in subject-verb agreement	

2.	Errors in the use simple past tense	
3.	Errors in the use of preposition	
4.	Errors in the use of pronoun	

Appendix 2: Result of Documentation

An accident in My House

Three days ago, I went to the traditional market to buy some fruits and vegetables.

In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.

A few minutes later, police came and took him.

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.

Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

It was a pity event and I hoped it would never happen again.

Ahmad Fayiz Zainal Abidin
8C
SMPN 8 BOGOR

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Nama : Alisha Shafira Qolbi

Kelas: 8C

SMP N 8 BOGOR

Holiday in Sydney

6 years ago, I left Indonesia for Sydney with my family. Getting there soon after our arrival at Sydney, we got a general briefing. It included a description about how to take a picture of the city.

Then, we began our tour. In our tour, we saw a lot of beautiful places there. In order to go there, we needed a good guide.

Without some knowledge about the place & the history, it was difficult to enjoy. In summary, the tour was mostly enjoyable. The place is beautiful with its antique styles.

go

RECOUNT TEXT

name: aniesa qinarnayla i.

class: 8c

school: SMP N 8 Bogor

The first time I entered grade 8, I felt that I would not have many friends in class, until a few days in 8th grade there were many good and friendly friends.

in 8th grade, I feel comfortable with my classmates, because my friends are always entertaining and joking, it makes me happy.

My classmates are also easy to work together in doing things together, such as doing group assignments, cleaning class together and others.

9/10

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Name: Arzeti Bilqisthy Maulana

Kelas: 8c

Holiday in Surabaya

Last year holiday of Lebaran I went to Surabaya ~~visiting~~ my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when I was a child. At that time both of my parents had to go to Bogor to work so they left me with my grandma and grandpa. After graduated from elementary school, I ~~follow~~ my parents living at Bogor. Since that, I had visited them only at holiday time. Unfortunately, I ~~don't~~ have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant. Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Bogor to Surabaya. That made me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

go

7

Holiday in Yogyakarta

That day was ^{on} August 23, 2016. A week before that day I had been preparing everything. Then, at that day I was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta.

It took around 5 hours to go to Yogyakarta from Tulungagung by train.

I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road.

At 6 p.m, i was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace.

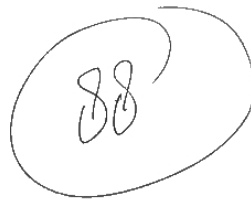
I looked around and ~~find~~ Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan.

After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

That was my story which I always remember about my holiday ^{at} in Yogyakarta.

NAME : AZKARY AZAMIL FITR

CLASS : 8C



Name : Azzahra Biandra Putri

Class : 8C

~•Teks Recount•~

" MY EXPERIENCE "

Hello.. my name is Azzahra Biandra Putri, I will share my experience during the 8th grade study tour of SMP. at that time the study tour was conducted prior to the Final Semester Assessment. Previously, students in grades 7 and 8 were ordered to gather in the field for a study tour.

In the field we were given directions for study tour activities the next day, class 7th will visit TMII and Dufan, grade 8th will visit the MPR and DPR buildings after that to Dufan. After being given an instruction, we were instructed to look at each other's name on the bus 1-6 paper. At that time my name was on bus 4 paper, I was very happy because I could be on the same bus with my close friends.

In the morning of October 14, 2019, grade 7th and grade 8th students gathered at Heulang Park to board their respective buses. I came at half past 7 in the morning, because the bus will leave at half past 8 in the morning. After all the students had gathered, the bus left for the DPR and MPR building, on the way we were cool chatting, on that day coincided with the ^{we}release of Billie Eilish's Everything I Wanted song, ~~my friend~~ and I watched the live streaming of the song on YouTube.

Not long after we arrived at the MPR and DPR buildings, we took pictures according to the class first, after that we entered the students room and there were members of the council, we were given materials and questions and answers. After that we visited another very spacious room, we were given material, from which we got a lot of knowledge and broad insights. After that we continued to visit Dufan, before that we changed our special study tour clothes in turns on the bus.

After arriving at Dufan, my friends and I immediately got on the rides that were there, first me and my friend riding the Hysteria was very exciting, secondly we went to the Ice Age there, ~~my friend~~ and I were wet because of the water but it was very exciting, the third ~~me and my friend~~ got on Korakora there we screamed, then we bought Chatime drinks, after that we walked and took photos, not long after we got on the bus back to go home, when heading to the bus when it was raining. On the way home we were singing and being happy, it was very pleasant, and there were others who fell asleep because they were tired, After that we went down to their respective areas to go home.

What a beautiful experience! So many experiences that I can share, I apologize if there are errors in words. Thank you very much for my opportunity to share stories.

g2

NAME: CAROLINE IRENE

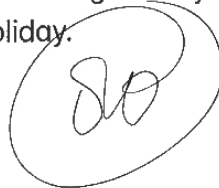
CLASS: 8C

Recount Text

Last holiday, my family and I went to Bromo Mountain. We went to Malang by train. It took about a day to go there by train. We arrived at 13.00pm. So we decided to have some lunch.

After lunch, we continued our trip to Probolinggo. We went there by car. It was so far from Malang but happily, we found a car that ~~wants~~ to take us to Probolinggo. We arrived in Probolinggo in the evening. We had some rest in the Tulip Village. It was so cold. There was much mist there. And the next day, we had a trip to Bromo Mountain. We saw a beautiful sunrise there.

After had some wonderful trips, we came back to Bogor. We spent some blissful days there. It was my amazing holiday. I wish I can go back to my holiday.



My Trip to Jungleland

In ^{the} last January, I went to Jungleland. I went to Jungleland with my mom, my dad, my little brother, my aunt, my uncle, and my cousins. At the time, the weather ^{is} very cloudy. A few moments later, the rain ^{is} began to fell. I went to the Jungleland by a car. Me and my family arrived earlier than my aunty, my uncle, and my cousins. ~~My aunty, my uncle, and my~~ ^{they} cousins ~~are~~ late because my cousins late to woke up.

We departed from my home around 09.35 AM and arrived at Jungleland around 10.20 AM. My ^{we} family and I bought the tickets in online. So, we just have to scan the proof of payment in the locket to get a real tickets. After that, ~~my family and I~~ ^{we} get in to the Jungleland. And then, my little brother ~~play~~ ^{we} some rides. After ~~play~~ ^{we} some rides, we ~~feel~~ ^{we} hungry. So, we had to take a lunch in the foodcourt. When we were having lunch, my aunty, my uncle, and my cousins came to the foodcourt and had lunch too. After that, we played many rides again until afternoon. In around 17.30 PM, we ~~decide~~ ^{we} to go home.

In summary, my trip to Jungleland ~~is~~ ^{is} very exciting. I'm very happy to go to the Jungleland with my mom, my dad, my ^{family} little brother, ~~my aunty, my uncle, and my cousins.~~ I wish, I could go on holiday with them again. That was a very exciting trip and was very exciting memory with them.

66

NAME: DWI ALYA WAHYU CAHYANI

CLASS: 8C

CAMPING

One of my favorite things in Junior High School was camping. Once a month my school had a routine extracurricular that was camping at some location. For camping field in my town usually the event was at first Saturday night in a month.

One day at the camping time, we all gathered at the school yard before we went together at the camping area.

We were grouped in teams, and each team has its own tent. We went to the camping area by bus at the afternoon around 4 pm. We had already been there we build our own tent before we continued the activities.

After building the tent, bathing and having a break, we started the rundown of the activities.

One thing I loved most was the activity of Jerit Malam (Nightmare Telling). It was held at 10 pm until 1 am in the morning. We all, every team ^{was} scattered into the letters in a bottle. The camping committees had prepared something to frighten us by wearing ghost or zombie costume and chased after us.

Anyway I was never afraid of that but I was so happy seeing some of my friends screaming and running I laughed loudly at that event because I think both of the ghost and the victims were totally funny. The ghost or the zombie never frightened us who were not afraid but they will run after them who were too afraid.

Nama = Dwi Alya Wahyu Cahyani

96

Name: Efqi Putra Alfasyah

Class: 8C

STUDY TOURS

On Thursday, students of Bogor 8 State Junior High School (SMPN 8 Bogor) conducted a study tour. We gathered at 05.30 WIB and departed at 06.00, our first destination was the DPR / MPR building and the second was Dufan.

We arrived at the DPR / MPR building at 08.00, the first thing we did ~~was~~ take a group photo in front of the DPR / MPR building then we entered the board room meeting and got lots of information about the DPR / MPR.

After we arrived at the DPR / MPR building for Dufan, we arrived at 11:30 a.m., after getting tickets we immediately played. The first rides I rode were kora-kora and after that I rode many other rides. Then at 18.00 we went home



Name: Farah Faulika

Class: 8C

Hello, Friends!

Hello Friends! My name is Farah Faulika.

Today, I want to tell you a story about my experience in the first 8th grade.

First day of school, me and my best friend Aisha looking for our class. Luckily, we're on the same class we can hangout or go to the canteen together.

In 8th grade me and my friends make a group named "BABIDIN" there are 12 people in it, including me and Aisha. there is a funny story behind the name. Day by day I passed normally. Play with my friends, scolded by teacher, skipping some lessons HAHAAH. But, then the corona virus attacked Indonesia.

So we have to self-quarantine at home and do online class. Honestly, online class was boring and I don't understand what is the material in the lesson. But, till corona virus is gone we have to do it. To stay at home and to prevent the spread of corona virus.

76

NAME: FIRNIA NADIEVA

CLASS: 8C

Teks Recount

Visited my grandma

Last year holiday of Idulfitri I went to Bandung to visiting my grandma and grandpa. I had to go there because it's my typical family.

I missed them so much because I lived ^{with them} when I was a child. At the time both of my parents had to go work, they are so busy! so they left me with my lovely grandma and grandpa. Don't forget my favorite cousins too, I have 11 cousins. they are so cool and fun. we always went together like everytime.

One day we go to one destination in Bandung.

The name is ASIA AFRIKA!. Asia Afrika the best one but it's little bit far but still at Bandung. yes lembang a lot of destinations at lembang, pretty cool right? and after that me and my family go to dinner at SAWAREGNA. At SAWAREGNA you can eat as much you can it's call "ALL YOU CAN EAT". The best restaurant I ever went. After that we go home and that's it my holiday.

My holiday was pretty fun. I love to spending time with my family. And Idulfitri My favorite holiday ever. cause I can have A LOT OF MONEY. cause everyone love money, who doesn't love money? no one. and after 5 days of Idulfitri I go home to bogor to spend my money by hang out with my friends. so that's it BYE!

78

Name: Hidayani

Class: 8C

Holiday in Goa Lawa

Orientation

Last week we went to our parents' house at Trenggalek.

We went there by the train started from Yogyakarta and stopped at Tulungagung station. There is no train station at Trenggalek. Therefore after arrived at Tulungagung we continued our vacation by bus to go to Trenggalek.

We was so happy because we did not visit there yet for a long time. We stayed there for three days and we had a plane to go to some tourism place.

Event

The most interesting thing from our vacation that time was at the second day we visited Lawa cave.

Lawa is Javanese terms which means cave bat and that is true that the cave is the home for thousand bats.

We went there with the whole family so that the trip was so fun. My grandma was 80 and she was so excited and still powerful to go inside the cave.

We could find a river in that cave and the water was so cold. To go deeper inside the cave we need light so we rented a lamp and hire a guide for our safety.

After 4 hours explored the cave, we felt tired and we went out. At the outside of the cave then we searched for the local restaurant and had a nice launch.

Reorientation

That was so very interesting family holiday we had done together.

SB



ISMI MARTIAH

8C

ORIENTAION

It was Sunday in the last December 2016.

We all had finished our project and that was the time to celebrate. We went to Parangtritis beach. We were 6 and we got there driving a car. We rent a car for a day.

Event

Actually there was nothing special from Parangtritis beach because we had already there for many times. But the beach was the reminder that we had a hard memory. Yes, our friend had gone and never would back.

The purpose of our day off in Parangtritis beach was to pray for our missing friend.

We started at early in the morning to go there. We only needed 45 minutes because the traffic was not too crowded. We brought some flowers to be sunk at the sea.

Soon after we arrived at the beach we took our flowers and brought those at the bank of the beach. We pried deeply and put the flowers into the water. Sadly we saw them slowly going to the middle of the sea and disappeared.

Reorientation

It was a celebration for our successful project and also the celebration for the loss of our friend who was the leader of our team for that project.



LOST IN SINGAPORE

Last year I went on holiday to Singapore with my family. It was my first time to visit the country. I was really happy when my mother told me about the holiday plan because I saw videos about Singapore tourism. I woke up early at 4 am because we need to be in the airport at 6 am. It took less than one hour to reach Singapore by plane but it feels like more than one hour because of the excitement.

On the first day, we went to the local foods stall and I found many different kind of food. I tried the food but I don't like the taste, so I only ate fried rice and fried noodles. On the second day we visited Sentosa Island and after that we headed to Marina Bay by train. On our way to Marina Bay there was a little accident, I got separated from my family. We got separated because there are two exit from the train, my family took the right exit and I took another one because I mistook the crowd as my family. After going out from the train, I found out that i was alone on the aisle between train. I was looking around to find my family, so I went back to the train and fast enough to reach the other exit before the train close the door. And I saw my mother also looking for me at the end of the hall so I ran to my mother.

It happened in a short time but i can't forget about it because it was in another country and i didn't know anything there. On the next day in Singapore, we still had many things to do and I don't want to get lost anymore so i was standing really close to my mother. Our holiday in Singapore was short but I had fun and enjoyed my time there with my family. I hope I could visit Singapore or another country again.

NAMA : JOY SIDABUTAR

KELAS : 8C

SMPN8 BOGOR

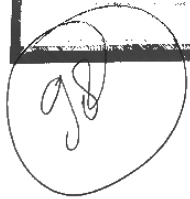


Herunt Tekis

The day was November 14, 2018. I went to Duran with my friends. We went there by bus. I'm there in order to study tour from my school.

I was left from Bogor at 07.00 am. But we visited @Gading DPR first. I was arrived at Duran after 2 hours from Gading DPR.

In Duran me and my friends played kora-kora, roller coaster, etc. We taped a photo at carousel. We bought shirt and chasme. We had so much fun at Duran.



Name : M. Fharel

Kelas : 8C

Holiday with My Family

One day on Saturday I went to my grandmother's house I went with my family I stayed there a day There I also ate meals with my extended family My grandmother's house is in Cimahi

The next day I went swimming with my family to Gumati I went by car, my uncle in the car, that was a tip that the family was very happy because they could still hang out together

In the afternoon I went home to my house there, my sister cried because she didn't want to go home but in the end she wanted to go home when she got home we immediately rested soundly

SS

NAME: MELATI I.L

CLASS: 8C

EXPERIENCE IN 8TH GRADE

In 8th grade, I had an experience that I never thought before. You know? I fall asleep at class. I don't know why it would happen like that. It was Friday, male muslim students usually attended education classes with the teachers. But this time it's different, education classes was closed for any reason. I'm not sure for the reason, but maybe the teachers have another task or something urgent. Back to the topic, at the moment I was reading a book with my friend in prone position. Overtime, somehow my eyes started to sleep. I try to keep it open, but I can't. And then... I felt asleep in the prone position. Oh my god, I don't believe I slept for one hour and I'm grateful that none of teachers caught us. Yeah... my friend fell asleep too. LOL. How confused I was when I woke up, it's like "Oh my god, why could I do this?" or "it was a dream, right?" I still confused. I mean this experience will never be forgotten. I am also grateful that I could meet with another friends and teachers with their personality. Even though, sometimes their personality was disturbing me, but it's not a big problem. I can handle it and of course we as students also cheated :) Yeah, that was so Amazing. Don't tell the teachers about our cheating if you read this text, okay?

82

Name : Merlina .S

Kelas : 8C

Recount Text

Merlina .S.

Assalamualaikum wr.wb.

hallo guys, How is everyone? my name is merlina-suryanti. I am class 8A graduated of class 8C. my goal here is to tell about my past activities in class 8C.

my activities in grade 8C were very fun. I learned many things and had many experiences in the class. in grade 8C I felt loyal to my friends. not differentiating from each other. in grade 8 I got a lot of good useful knowledge during grade 8 is a time where we hang out and make friends without differentiating from one another.

in grade 8C my homeroom teacher at that time was Hendraspa. he taught Indonesian. from him I quite understood Indonesian subjects and other subjects too.

in 8th grade I have friends, name is shafa and Putri april. I am very close to them, they always go wherever they are. it feels different if now I am not in the 8th class.

Grade 8 is the best period in my opinion there I am very happy, I took a lot of knowledge from that class, even though now I am not in grade 8C anymore I am very happy to be able to enter grade 9A. I hope this pandemic can end and I can go to school as usual again. I am sorry if there are wrong words, thank you.
Wassalamualaikum wr.wb.

In the Swimming Pool

Yesterday I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool.

I used sunscreen to prevent sun light burn my skin, because this is such a hot day. In the middle of the time when swimming, I feel hungry, then I wore my bathing suit and ate my foods that I brought from home. After that I went swimming again until I have done in having fun. After swimming I put on again my bathing suit and go to the bathroom to rinse my body.

I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I comb my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

Nama : Nabilah Zahratun Nisa

Kelas : 8c



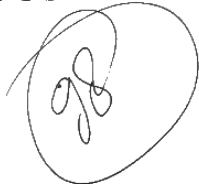
Name: Naylayafa Afifa

Singing Competition

Last year was the best experience I've ever got. I was the first winner of singing competition.

I love singing ^{verb} since I was kid. I practiced so hard before the D-day. My parents were really ~~supportive~~. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in myself.

That's why winning singing competition meant so much to me.



Name : Nur Meita Amira Al Habsy

Kelas : 8C

Text Recount about My Experience

One day when I was in 8th grade I went to watch a movie with my classmates and my teacher. I was very happy to be able to watch together. We departed from school on our public transportation until there we were lined up in front of the cinema.

We were herded into the studio where we were separated from other classes after we arrived at the studio we were also allowed to buy popcorn and drinks.

After that we continued watching the film it was very sad after watching we left the mall then took public transportation and went back to school in my opinion it was the most enjoyable experience in grade 8.

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RECOUNT TEXT

Nama : Puan Siti Nur Fadillah

Kelas : 8C

Sekolah : SMP 8 BOGOR

When i was in 8th grade i had a lot of memorable memories. at that time I was very happy because it was my first time in 8th grade. I think I can have lots of friends. but at that time I was very difficult to adapt to my friends.

And at that time my friends liked to make me as their joke. And it makes me more difficult. But i think, if I don't try to forgive them and open the door of friendship then I will feel alone forever.

So i forgive them. And after that I can be their friend. And then at the time I was really serious about studying, so my grades were pretty good.

So that is my story. Actually many other memorable stories, but I really like that time. Because it taught me to learn many things about friendship.



Recount Text

Last week, I spent my weekend in Bandung. I went there with my family. I went there to visit my grandma and to celebrate my nephew's birthday.

I was left from Bogor on Friday, 25th Sept at 05.30 am. I was arrived at Bandung after a 5 hours long trip. Then I went to my grandma's house. After had a breakfast, I decided to take a rest for a night.

On the next day, I went to my nephew's house to celebrate his birthday and I gave him a birthday cake and some stuffs.

I also went to Braga. I ate the street food there and visited some coffee shop there. And then I went to Bogor at 5 pm and arrived at 9 pm. I had a great holiday and I also enjoyed the trip. It was a great trip.

Nama : Riska Silviani

Kelas: 8C

SMP N 8 BOGOR

Spicy Food

I loved spicy food so much. Until one week ago, I got very sick because of spicy food.

When I was in my lunch break, I ate my favourite meatball and I put too much sauce in to my meatball. After I finished my lunch, my stomach felt like it was on fire. It was very painful that I left school early. I got fever and diarrhea for 3 days.

After three days, I got better and I promised not to eat too much spicy food anymore.

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Name: Rizky Ananda

Watching the Theatre

Last week I went to the theatre. It was the only theatre at my town. I had one free ticket to watch a movie. I have no idea about the movie I would like to watch and I don't know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

I went home and I was very disappointed about that.



Name: Roja Syarifah

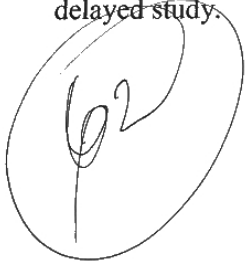
Class: 8C

Study Tour in My School

When I ^{first} entered grade 8 I still felt awkward. at that time I sat with my friend who was in the 7th grade in the same class. I started to adapt after 3 weeks of school. I started to be close to new friends.

On November 14, ^{my school} junior high school 8 held a study tour to Jakarta. I am happy because usually on a study tour, it is not only learning, but also playing. the first goal is to go to the MPR building, there learn^{ed} a lot about what is there. after that we went to the second destination, namely dufan dream garden, there i played and studied with my friends. after that we gathered again to prepare for returning.

on March 5, junior high school 8 held a joint viewing with grade 7 and grade 8 to watch children's character^s education films. there we watched carefully and some were crying including me. after that we went back to school to continue the delayed study.



NAME: SAFIRA CHAERUNNISA

CLASS: 8C

CAMPING AT MY SCHOOL

<input type="checkbox"/>	
<input type="checkbox"/>	One of my favourite things in Junior High School was camping. Once a month my school held a routine extracurricular that was camping at some mountain or camping field in my town. Usually, the event was at first Saturday night in a month.
<input type="checkbox"/>	One day at the camping time, we all gathered at the school first, before we went together at the camping area.
<input type="checkbox"/>	We were grouped in teams and each team has its own tent. We went to the camping area by bus. At the afternoon, around 4 pm we had already been there. We built our own tent before we continued the activities.
<input type="checkbox"/>	After building the tent, bathing and having a break, we started the rundown of the activities.
<input type="checkbox"/>	One thing I love most was the activity of Jent Malam (nightmare training). It was held at 10 pm until 3 am in the morning. We all every team were scattered into the jungle to find the letters in a bottle. The camping committee's had prepared something to frighten us by wearing ghost or zombie costume and chased after us.
<input type="checkbox"/>	Anyway I was never afraid of that but I was so happy seeing some of my friends screaming and running. I laughed loudly at that event because I think both of the ghost and the victims were totally funny. The ghost or the zombie never frightened us who were not afraid but they will run after them who were too afraid.
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78

NAME: SEPTIANI TWI

CLASS: 8C

MARIPOSA MOVIE

Friday, March 13, 2019, my friend and I went to Botanical Square which is located on Jl. Pajajaran

^{we} my friends and I went to Botani Square to watch the cinema. my friend and I went there when I came home from school I went there using public transportation.

I was with 3 of my friends, namely Amel, Putri and Qinar, I and my three friends were very happy because I was going to watch a film that had been awaited for a long time and I had planned to have and be obliged to watch the film and it was delivered.

Before leaving there at school, there was an ELC, so I waited for my friend first, I thought the film would air at 4:45 p.m. there, my friends and I were sad, because the ELC did not finish at 14.00 and after the cellphone was distributed, Amel saw the film show schedule and it turned out there was a clock 2:45 pm Amel and I were so happy that we shouted haha. The film that I watched was the film MARIPOSA. While on the way to Mall Botanical Square, on public transportation I chatted and joked with my friends.

When we arrived at the lobby area of the Botani Square mall before the visitors were given a hand sanitizer so they wouldn't contract the corona virus, then Amel and I did a strange thing, namely running inside the mall, I was really weird and Amel was really weird. Amel and I did it because we were very happy to watch the film MARIPOSA. After arriving at the cinema Amel and I ordered cinema tickets. My two other friends were just waiting on the seats that had been provided.

At 2:45 p.m., the studio theater door that I ordered opened, before entering, my friends and I bought popcorn and drinks, even though I was the two of them hehe. As usual, if you wanted to watch a movie before, there must have been an advertisement and it was really long. And finally after waiting a long time the film started. The film MARIPOSA is really exciting, you have to watch it hehe.

After watching the movie, the four of us went to Gramedia to see the book. I didn't buy it. Because in front of Gramedia there is a boba drink called "xi bo ba". In the previous 2 weeks I wanted to buy the drink but I'm fasting :). We also bought the drink and it just tastes good. After buying a drink the four of us decided to go home, coincidentally Amel was at the Botanical Mall Square so Amel joined her brother. The remaining three of us, my daughter and I decided to take a motorbike taxi and qiqi was already picked up. Before leaving the mall, we wanted to snack first but because it was dark so we decided to go home. On the way home, I still remember the film MARIPOSA. I really want to watch it again but because of the corona virus so the film MARIPOSA I say goodbye and hopefully I can watch it again because the film is too exciting.

NAME: SITI NUR KAMELIAH

CLASS: 8C

EXPERIENCE

Assalamualaikum WR-WB
Hello guys, How is everyone? My name is Siti Nur
KameLIAH, I am Class 9a Graduate of class 8c.
My goal in here is to tell about my past activities in
class 8c.
As long as I was a grade 8c student, there many
good memories and there were also bitter memories
when I entered grade 8 I still felt ashamed
because I made new friends, new areas, and
new teachers.
Happy memories during 8c grade are, vacation together
during the study tour, always work together,
doing homework at school together. And others.
Bitter memories during 8c grade are, increasingly
difficult lessons, being scolded by teachers
during ceremonies, Teased by classmates. And others.
Maybe that's all I can explain.
A apologize if there is a word error.
Wassalamualaikum WR-WB.

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Name : Zafran Wiguna

Kelas : 8C

SMP N 8 Bogor

Recount Text

Holiday in Purwakarta with my family

Last week, I have so many succeeded in my life. The school is
① useful for me to give me a good experience. When on
Saturday ② one of the best day in my life. Because on Saturday
I went to Purwakarta with my mom.
I prepared from morning by at 7 o'clock, but when I went
to Purwakarta. I have been cleaning my house with my mom. After
that I ate in the morning for breakfast. When the time ③ showing
at 8 o'clock, I prepared clothes for bring to the Purwakarta.
Because in Purwakarta, I will stay in one day. There in Purwakarta
have a house by own my brother.
When the time ④ showing at 11 o'clock. I went to travel
with my mom, because the travel ⑤ going to Purwakarta
at 12 o'clock. Short story I have finished in my brother's house
at 3 o'clock. And I met with my brother. So happy and
now I am in my love city again.

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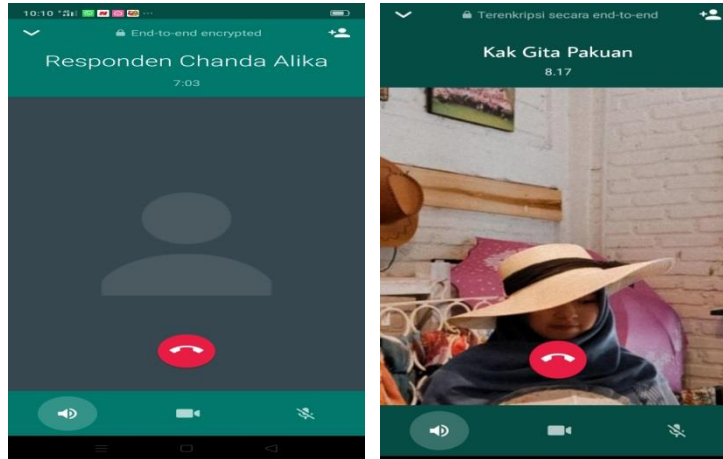
Appendix 3: Result of Questionnaire

No	Questions	Choice of Answer	Frequency	%
1	Apakah anda memahami subject verb-agreement didalam recount text?	a. Sangat bisa	0	0
		b. Bisa	17	55
		c. Tidak bisa	14	45
2	Apakah anda bisa mengaplikasikan subject verb-agreement didalam text recount dengan baik dan benar?	a. Sangat bisa	8	26
		b. Bisa	20	65
		c. Tidak bisa	3	10
3	Apakah anda mengetahui struktur tenses yang sesuai dalam text recount?	a. Sangat bisa	2	6
		b. Bisa	27	87
		c. Tidak bisa	2	6
4	Apakah anda mengalami kesulitan dalam menggunakan kata kerja lampau dalam teks recount?	a. Sering	26	84
		b. Jarang	3	10
		c. Tidak pernah	2	6
5	Apakah anda mengalami kesulitan tenses dalam menulis teks recount?	a. Sering	10	32
		b. Jarang	16	52
		c. Tidak pernah	5	16
6	Apakah anda mengalami kesulitan dalam menyusun teks recount?	a. Sering	5	16
		b. Jarang	20	65
		c. Tidak pernah	6	19
7	Apakah anda memahami penggunaan preposition dalam text recount?	a. Sangat bisa	18	58
		b. Bisa	7	23
		c. Tidak bisa	6	19
8	Apakah anda mengalami kesulitan dalam mengaplikasikan in, on, at dalam menulis teks recount?	a. Sering	21	68
		b. Jarang	10	32
		c. Tidak pernah	0	0
9	Apakah anda memahami penggunaan pronoun atau kata ganti dalam menulis teks recount?	a. Sangat bisa	10	32
		b. Bisa	19	61

		c. Tidak bisa	2	6
10	Apakah anda mengalami kesulitan dalam menggunakan kata ganti nama, tempat, atau benda dalam menulis teks recount?	a. Sering	12	39
		b. Jarang	19	61
		c. Tidak pernah	0	0

Appendix 4: Result of the Interview

1. First Participant



Excerpt 1:

Saya sedikit memahami tentang perbedaan penggunaan verb dengan subject antara singular dan plural, tapi dasarnya saja. Jadi contohnya seperti... "Cats are mamals" kalo singularnya "a cat is a mamal."

[I understand a little bit about the differences between using the verb with the subject between singular and plural, but basically only. So for example like... "Cats are mammals" if singular "a cat is a mammal."]

Excerpt 2:

Saya memahami dasarnya juga, Cuma kadang saya melupakan keharusan untuk menggunakan past tense ini di text. jadi contohnya seperti kata "go" misalkan menjadi "went" atau diakhiri dengan "ed".

[I understand the basics as well, but sometimes I forgot the obligation in the use past tense in this text. So for the example like the word "go" is being "went" or ending with "ed".]

Excerpt 3:

Saya memahami untuk preposition itu bisa digunakan untuk menunjukkan waktu dan juga tempat. Saya terkadang kesulitan dalam membedakan fungsi in, on, dan at dalam fungsi waktu.

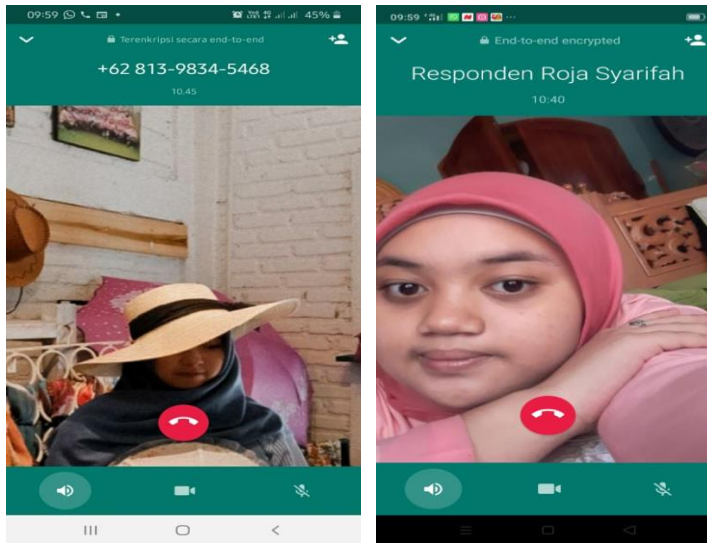
[I understand about preposition it can be used to show the time and also the place. I sometimes find it difficult to distinguish in, on, and at functions in time functions.]

Excerpt 4:

kalo saya gatau cara menggunakan dengan baik dan benar, karena saya.. kadang juga suka mengalami kesalahan. Jadi kalo dalam sudut pandang orang ketiga itu.. tentang orang yang sedang dibicarakan, jadi menggunakan third person, kalo misalkan tunggal itu he, she, her, sama it. kalo third person yang jamak itu they sama them.

[If I do not know how to use properly and correctly, because I.. sometimes also like to experience mistakes. So if in the point of view of the third person it is.. about the person being talked about, so use a third person, kalo suppose the single one is he, she, her, same it. kalo third person who plural it they are the same them.]

2. Second Participant



Excerpt 5:

Saya sedikit mengetahuinya kak, soalnya belum terlalu menguasainya. Emm.. Untuk contohnya “I was playing football yesterday”.

[I know a little bit sis, because I haven't mastered it too much. Emm.. For example “I was playing football yesterday”.]

Excerpt 6:

Saya sedikit memahami juga kak, cuma belum terlalu menguasainya. Cara saya mengaplikasikan itu biasanya... saya melihat dari rumusnya dulu baru saya mempelajarinya itu.. jadi, dari saya mempelajari rumusnya terus saya kembangin jadi membuat kalimat tersebut, rumusnya itu subjek diikuti dengan verb 2. Tapi kadang saya itu suka lupa kalo mau aplikasiin di text recount itu. hehe

[I understand the basics too, so for example like I understand a little too sis, just not to be mastered it. I apply it is usually... I saw from the formula after that I learned it.. So, from I was studying the formula then I kept going to make the sentence, the formula was the subject followed by verb 2. Sometimes I forgot for applying this formula in the recount text.]

Excerpt 7:

Belum memahami kak, hehe jadi kesulitan saya itu sebenarnya aku belum terlalu ngerti dalam bahasa inggris kak, jadi untuk... kata kerja dan kata sifatnya itu belum terlalu tau. Jadi kadang-kadang susah untuk itunya kak, untuk diaplikasiannya.

[Do not understand sis, hehe so my difficulty is actually I do not understand too much in English sis, so for... The verbs and adjectives are too well known. So sometimes it's hard for that, to apply it.]

Excerpt 8:

Belum ngerti juga kak, kayanya udah dijelasin sama guru.. Cuma kayanya kadang-kadang suka lupa lagi kak.

[I don't know yet, brother, maybe the teacher has explained.. But it seems that sometimes like to forget again sis.]

Appendix 5: Attendance of Learners in 8C



PEMERINTAH KOTA BOGOR
DINAS PENDIDIKAN
SMP NEGERI 8 KOTA BOGOR

Jalan Jend.A.Yani No.140 ☎ (0251) 8331069 Fax. (0251) 8355104 Bogor 16161
website <http://www.smpn8bogor.com>; email: smp8_bogor@yahoo.co.id

NO	Nama	Verb agreement	past tense	preposition	pronoun	SCORE	FINAL SCORE
1	Ahmad Fayiz Zainal Abidin	1	3	-	-	4	92
2	Alisha Shafira Qolby	-	4	1	-	5	90
3	Aniesa Qinarnayla Inaya	1	3	-	-	4	92
4	Arzeti Bilqisthy Maulana	1	1	3	-	5	90
5	Azkary Azamil Fitr	1	5	-	-	6	88
6	Azzahra Biandra Putri	2	-	2	-	4	92
7	Caroline Irene	1	9	-	-	10	80
8	Chanda Alike Kinanti	4	8	4	1	17	66
9	Dwi Alya Wahyu Cahyani	2	-	-	-	2	96
10	Efqi Putra Hesi Alfasyah	-	10	-	-	10	80
11	Farah Faulika	-	12	-	-	12	76
12	Firnia nadieva F	1	9	1	-	11	78
13	Hidayani	6	1	-	-	7	86
14	Ismi Martiah	-	1	-	-	1	98
15	Joy Elijah Graclando	5	-	-	-	5	90
16	Larisa Putri Himawari	-	1	-	-	1	98
17	M Fharel Reviano	2	4	-	-	6	88
18	Melati Indah Lestari	4	5	-	-	9	82
19	Merlina suryanti	1	10	-	-	11	78
20	Nabilah Zahratun Nisa	-	12	-	-	12	76
21	Nailayafa afiqa	-	1	-	-	1	98
22	Nurmeita Amira Al Habsy	-	8	-	-	8	84
23	Puan Siti Nur Fadillah	2	5	2	-	9	82
24	raisya diri sukmara	4	-	-	-	4	92
25	RISKA SILVIANI	6	8	-	-	14	72
26	Rizky Ananda	1	-	1	1	3	94
27	Roja Syarifah	1	7	7	4	19	62
28	Safira chaeunnisa	-	3	-	8	11	78
29	Septiani Dwi Pratiwi	2	3	2	-	7	86
30	Siti nur Kameliah	2	7	1	-	10	80
31	Zafran Wiguna	-	2	-	1	3	94

Bogor, 26 April 2020
Guru Mata Pelajaran,

Iis Hasnawati, S.Pd
NIP. 197805162008012012

Appendix 6: SK Bimbingan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kota Pos 452, E-mail: ftp@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 662/SK/D/FP/IX/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN,
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.
- Menperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN
- Menetapkan :
Pertama : Mengangkat Saudara
1. Dr. Yanti Suryanti, M.Pd
2. Cucu Marlam, M.Pd
- Sebagai pembimbing dari:
Nama : GITA KHOIRUNISA
NPM : 031116071
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : LEARNERS' ERRORS IN WRITING THE RECOUNT TEXT
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 26 Oktober 2020

Dekan,


Dr. Erits Sutisna, M.Pd
NIP. : 1. 1101 033 404

- Tembusan :
1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan

Appendix 7: Surat Izin Penelitian



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: kip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2158/WADEK I/FKIP/X/2020

17 September 2020

Perihal : Izin Penelitian

Yth. Kepala Sekolah SMP Negeri 8 Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : GITA KHOIRUNISA
NPM : 031116071
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir/Sembilan

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 20 September s.d. 07 Oktober 2020 mengenai: LEARNERS' ERRORS IN WRITING A RECOUNT TEXT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Pusat Akademik,
E. Sidiq, M.Pd.
1306221469

Appendix 8: Buku Bimbingan Skripsi



Tanggal	Bab	Catatan Pembimbing	Paraf
12 Nov 2019	I	- Layout - Reconstruct background - Cover - find - fix it about research Question and the aim.	
04 Des 2019	I	- Layout - Explain significant of study - Cover (audience?) - Reason of the topic.	

Tanggal	Bab	Catatan Pembimbing	Paraf
18/11/20	I	- lihat atau perhalakan cara pengetikan - margin kiri kanan - letak pointernya	
24/02/20	I	- Background, masukan experience - Kembangkan Reason - Buat Revisian tentang research focus.	
24/12/19	I	- Benar tulis Novelty by perbandingan judul - Write grammar - Lunik proof reader - kerjakan jawaban tugas	

Tanggal	Bab	Catatan Pembimbing	Paraf
23/12		Review carefully texta subunit chapter 2	
2-03-20		The difference between competence & understanding - page number - simplifying the sentence - find the definition about the article - font style - reconstruct the sentences & paragraph.	
6-03-20	I	Layout	
6-03-20	I	Layout, quotation, bibliography	
13-01-20	I	article, reorganize structure layout, finishing	
13-01-20	I	prelim, layout, structure layout, structure, spelling.	

