



**INTERLANGUAGE: GRAMMATICAL ERRORS  
ON STUDENTS' RECOUNT TEXTS  
(A Case Study of First Year of MAN 2 Banjarnegara  
in the Academic Year 2014/2015)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

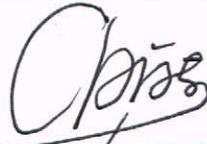
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2015**

## APPROVAL

This final project entitled *INTERLANGUAGE: GRAMMATICAL ERRORS ON STUDENTS' RECOUNT TEXTS (A Case Study of First Year of MAN 2 Banjarnegara in the Academic Year 2014/2015)* has been approved by a board of examination and officially verified by the Dean of Faculty of Language and Arts of Semarang State University on April, 13 2015.

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## DECLARATION OF ORIGINALITY

I Isti Nurhayati hereby declare that this Final Project entitled *INTERLANGUAGE: GRAMMATICAL ERRORS ON STUDENTS' RECOUNT TEXTS (A Case Study of First Year of State MAN 2 Banjarnegara in The Academic Year 2014/2015)* is my own work and has not been submitted in any form another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, April, 08 2015



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## MOTTO AND DEDICATION

*You can do anything, but not everything.—David Allen*

*The person who reads too much and uses his brain too little will fall into lazy  
habits of thinking.—Albert Einstein*

*I've learned that people will forget what you said, people will forget what you did,  
but people will never forget how you made them feel. —Maya Angelou*

*This final project is dedicated to:*

- 1. My beloved parents*
- 2. My beloved brothers and sisters*
- 3. All of My family*
- 4. All of My friends who always support and be there beside me*

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Finally, there is nothing perfect in this world, so that the writer realizes that this final project also has many weaknesses. The writer hopes for corrections, comments and criticisms for the improvement of this final project. The writer also has a great expectation that this study will be beneficial and useful for anyone who is interested in learning more on the topic the writer presented in this study.

Semarang, April, 08 2015

The writer



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## ABSTRACT

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**Key words:** *grammatical errors, interlanguage, writing, and recount text*

The difference between Indonesian and English language makes the students often feel difficult in learning English especially in terms of grammar. Those difficulties tend to lead students to make errors in building English sentences. However, errors are actually natural because they are regarded as a developmental stage to gain English competence and errors are a result from the students' efforts to find ways of solving their problems. Those ways are called interlanguage. This study aims to find out the grammatical errors that students make in writing recount text and the interlanguage processes happen in it. The collecting data was done through writing recount text task to get the data of kinds of errors made by the students and interview for getting interlanguage data happen to the students. The analysis steps started from identifying the errors, categorizing them into four categorizations of errors, and triangulating the errors with other supporting data. It reveals that students tend to make the errors that are omission, addition, misinformation, and misordering. The interlanguage processes happened behind those errors are systematicity, permeability, fossilization consisting of language transfer, transfer of training, strategy of second language learning, and overgeneralization.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

One of the challenges faced by Indonesian students in learning English as a foreign language is ‘grammar’. Flynn (1995), for example, states that language learners have some grammar, before they begin learning their second language which may not have any bearing on their prior linguistic knowledge. Therefore, the learners will unconsciously apply their grammar while learning a new language.

English as a new language has different sentence structures with Indonesian which causes difficulties in learning the language. It can be seen from the “errors” when they produce sentences in English, for example, in telling about past experience, students tend to make errors in choosing participle verbs. For example, in the sentence *‘My father bought me a bicycle yesterday’* become *‘My father buyed me a bicycle yesterday’*. It is because there is no rule of present and past tense in Indonesian grammar.

Table 1.1 illustrates the difference between Indonesian and English grammar, especially when dealing with present and past form. Because of such difference, many of the learners find it difficult to learn a new language. Therefore, it makes them afraid of making errors when they deal with grammar.

**Table 1.1 The difference between Indonesian and English Grammar**

<b>English Sentence (Present Form)</b>	<b>English Sentence (Past Form)</b>	<b>Indonesian Sentence (Present Form)</b>	<b>Indonesian Sentence (Past Form)</b>
My father <b>buys</b> me a bicycle	My father <b>bought</b> me a bicycle yesterday	Ayah saya <b>membelikan</b> saya sebuah sepeda	Ayah saya <b>membelikan</b> saya sebuah sepeda kemarin

Nevertheless, making error is natural and actually necessary for language learners so that they achieve certain language competence (Krashen, 1982: 74). Therefore, errors are not regarded as a failure anymore, but it is considered as an important learning process that the students should experience for developing their competences. Selinker (1972) calls this phenomenon as ‘interlanguage’. The definition of interlanguage itself is explained clearly by Judit Sarosdy, *et.al* (2006) that:

Interlanguage refers to the process the learner goes through from the initial stage when he knows very little about the language getting to a final stage when he possesses almost completes fluency. It shows a transitional stage of the learner’s development towards L2 competence. It is a system that the learners construct at any stage on their development.

The differences between two languages regarding to its structure or grammar bring the language learners to the alternative framework of language system which is commonly called as an error. However, those errors are actually not the errors itself which should be a problem they will be a bridge for the teachers to learn how their learners learn English. Because each learner has different ways of learning, the teachers should know whether it leads them to achieve the competence or facing such errors.

When we talk about grammar, Wilkins as quoted by Nunan (1992) says that acquiring grammatical system of the target language is a central importance, because an inadequate knowledge of grammar would severely constrain linguistic creativity and limit the capacity for communication. For that statement, it is clear that when learners are not capable in acquiring grammatical system of language, they will not be able to achieve language competence. Moreover, from that statement, it is obviously known that grammar has system. This system defines the function of communication which differentiates the language that is used in communicating. Each of language system that is used to communicate has their own characteristics. These characteristics are united in a system called genre. Language learners are to be able to mastery this genre in order to communicate.

There are several genres in English in which the Indonesian students, especially Senior High School students learn in school. They are descriptive, narrative, recount, exposition, argumentation, short notice, etc. From those genres, recount text is selected based on two reasons. First, the learners need a skill to retell events that they have experienced and to retell what happened to others. This skill will be achieved when the learners learn recount text. Second, there are quite few study dealing with errors made by students in writing recount text are still under-researched.

Therefore, this study investigates the grammatical errors made by the learners in learning Recount Text in the framework of interlanguage theory. The writer chooses tenth grade of MAN 2 Banjarnegara because MAN 2 Banjarnegara is a favorite school, and there is a tough competition to be able to enter the school.

Moreover, the writer proposes tenth grade students to be selected because they still bring the English knowledge from Junior High School which should be refreshed in order to help them in learning English in the Senior High School stage.

## **1.2 Statement of the Problems**

Considering the background of the study explained above, the writer states the problems in this study on the following questions:

- 1) What are grammatical errors made by the students in writing recount texts?
- 2) How does the interlanguage happen when the students produce recount texts?

## **1.3 Objectives of the Study**

Regarding to the statement of the study above, the objectives of this study are formed as the following:

- 1) To identify the grammatical errors made by the students in writing recount texts.
- 2) To describe interlanguage process happens when students learning recount text through the errors made by them.

## **1.4 Reasons for Choosing the Topic**

There are some reasons for the writer chooses this topic:

- 1) Writing competence is one of the four language skills that must be acquired by the students. Then, the writing skill is very important than those others skills.
- 2) Recount text is one of materials that are taught in Senior High School not only in the first year, but also in the second years. The students should master this material in which they can learn past grammar which is also important in daily life.
- 3) Grammar is an important aspect of language, so it must be learned by the students in order they can really use language to communicate.
- 4) Interlanguage is important process and system happens when someone learns second language. It is important to be learnt because it explains what happened when someone learns language.

### **1.5 Significance of the Study**

Regarding to the factual phenomena which is mentioned above, this research is conducted with some expectations which are able to give some following contributions:

- 1) For the teachers  
This research will give and provide a deeper understanding about interlanguage, so the teachers can considerate what the learners do and what happens to their students when learning language. Also, by studying the students' errors and interlanguage, teachers can decide the best steps or method in learning language.

2) For the students

By this research, the students are helped in solving their problems in studying recount text and also grammar as well as will motivate students for learning English.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Previous Study Related to the Topic of the Study**

There are lots of studies about interlanguage theory and also grammatical errors. In this study, the writer takes several previous studies related to the topic of the study to support this final project.

The first study is a study written by Endang Fauziati (2011), entitled *Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as A Foreign Language*. This study was conducted to find out the characteristics of interlanguage mostly fossilization, and the result stated that the grammatical errors made the students are dynamic, they are not fossilized. They can be minimized through external pedagogical interventions such as grammar instruction. Moreover, all of the interlanguage's characteristics problems can be solved.

The second study is the study written by Ali Akbar Khansir (2012), entitled *Error Analysis and Second Language Acquisition*. It found out that the errors analysis, contrastive analysis, and interlanguage are really important in second language acquisition. Therefore, learning learners' errors are important as an integral part of language learning which is used in teaching grammar, linguistics, psychology, etc.

The third study is the study written by Placido Bazo Martinez and Marcos Penate Cabrera (2002), entitled *Input and Interlanguage in the EFL Classroom: A Case Study with Primary School Teachers*. The purpose of the study was to learn the interlanguage and the different ways teachers manage to make their oral input comprehensible to children in their first or second year of learning English as a Foreign Language. Then, the result of the study is that the interlanguage is as expected in young learners when they are addressed in English.

Those studies have some similarities and also differences with the study which writer does. The similarity is in the theory used, and the differences are on the object of the study.

## **2.2 Theoretical Review**

### **2.2.1 Definition of Grammar**

People need language to communicate, and language itself needs grammar to be used in communication. Because every language in the world has its own grammar as a rule, people need to learn it so that the language they use can be understandable.

The definition of grammar is explained by Swan edited by Simpson (2011: 558), he calls grammar as ‘device’. Moreover, he explains that grammar as a device solves the language problems such as ordering, movement, etc.

Languages solve these problems essentially by the devices that we call ‘syntax’ and ‘morphology’, supplementing purely lexical information by establishing ordering and movement conventions, changing the forms of words, and using function words (like English may or not ). These devices – grammar – make it possible to distinguish. . . . They permit the

expression of modality. . . . And they facilitate grouping, showing where necessary which words go together.

Another definition about grammar is explained by Harmer (2001) who says that grammar is the description of the ways which words can change their forms and can be combined into sentences in that language. From those definitions, we know that grammar does have important rule in language.

Moreover, there is a term of Universal Grammar (UG) in interlanguage that is explained by Powell in his journal. This grammar is considered as universal based on two approaches, the Chomskyan approach and the Greenbergian approach. The Chomskyan notion is that UG could define all of the human languages classes, and the Greenbergian approach focuses on searching for the regularities and principles of the languages variety.

Then, grammar in this study refers to the grammar used in recount text in which one of them is past tense and also other grammatical features of recount text. Grammar plays important rules in any language whether it is written or speaking language because without grammar, a language cannot play its function in communication perfectly.

### ***2.2.2 Importance of Learning Grammar***

The term grammar comes from the Greek *grapho* which means 'write', grammar is regarded as something for writing only. However, grammar as mechanism for putting words together when language is used to communicate both for producing speech and writing (Leech, Deuchar, and Hoogenraad, 1982: 4). Without grammar the language will be hardly understood.

In a journal entitled “*Grammatical Errors of + 2 Students*” *An Analysis* written by Rajeev Sinha (2003), there is a question asked “Why is grammar so popular in certain schools and with certain teachers?” First, it is possible for a teacher to teach the grammar of a language although he has no real command over that language; second, grammar is so popular with examiner. It is difficult to test fluent speaking ability or writing ability grammar questions are easy to set and correct; third, Directors of Education demands grammar. They observe that the children in the schools speak and write ungrammatically and say, “Therefore teach them more Grammar”.

For the answer of the question above, we know that grammar is important in learning language. Without learning it, students will have difficulties in mastering the communicative competence. The importance of grammar is not only for oral language, but also the writing language needs grammar. Some linguists argue that fluency in writing is in paramount point that accuracy.

### **2.2.3 Writing**

Writing is one of the four basic skills which should be mastered by the students. Those four skills are listening, speaking, reading, and writing. Writing skills is regarded as the highest level of language competence because it needs good performance of three other skills. Writing is also known as a complex system because it needs more tools and skills.

According to Ramelan (1992: 42), writing is defined as a representative or symbol. It is not a usual symbol, but writing is a meaningful symbol. It represents the idea of the people who make it, and it delivers meaning in which

communication happens. Writing as an activity to put together a symbol, an alphabet, to gather to make meaning, and to represent people ideas through those symbols has rules, and the rules are grammar. Writing is a tool of communication besides 'saying' orally. It is an act of communication in a form of graphic representation to make meaning.

Besides, writing is regarded as a language form and based on the rule that every language has grammar, so does writing. The grammar in written language is different with oral language. Then, it is important to learn it because there is a rule that in order to be able to communicate, people need grammar and writing also needs it. Nevertheless, when someone learns grammar, actually he is also learning to communicate.

Everyone usually have reason for what they write and make them want to write. People write can be because they want to tell about their friends, their exciting and unforgettable moment. It can be done through writing because as we know that through this activity, people can explain, describe, entertain, persuade, and retell something.

Meanwhile, people tend to tell what just happened in their life to other people. It can be exciting, happy, wonderful, bad, and even terrifying events which are happened a day ago, a month ago, a year ago, some years ago, or even one minute ago. Telling past event through speaking or writing is called recount, and especially for a writing which does that purpose is called recount text.

### 2.2.4 Recount Text

The definition of recount text can be described as a piece of text that retells past event, usually in the other word in which they happened. The purpose of recount is to give the audience a description of what occurred and when it occurred (Mark Anderson and Kathy Anderson (2003: 48). While the generic structures of recount text are;

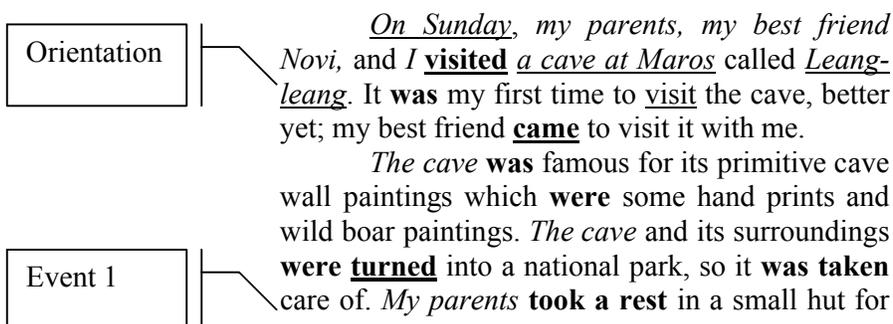
1. Orientation that gives the readers background information includes what, who, where, and when;
2. Events are series of action that happened in sequence;
3. Reorientation is the optional part of recount text which is usually about personal comment on the event happened from the writer itself.

Meanwhile, common grammatical features of a Recount include:

1. Use a Specific Participant to identify people, animals or things involved; (*I, the book, my family..*)
2. Use of Material Processes to refer to the action; (*swim, cook, drive, draw*)
3. Use of past tense to locate events in relation to speaker/writer's time; (*swam, cooked, drove, drew*)
4. Use of Temporal connectives to sequence the events; (*and then, after, after that*)
5. Use of Circumstances of place and time (*yesterday, after lunch, to the beach, at my house*) (Wignell and Gerot: 194).

The example of recount text is below;

#### My Adventure at Leang Cave



visitors of the park, while Novi and I **adventured** around the cave with *a guide*, we **had** to **climb** some metal stairs to get to *the cave*, because *the cave* **was embedded** into a small mountain. Next stop **was** a place where some seashells **littered** the ground and some **were** actually **piled** into a big mound. *The guide* **said** that these piles of seashells are **called** kitchen trash.

Event 2

*The humans* who **lived** here **ate** the shells and **dumped** the left over's *in their 'kitchen'*. The last place **was** a small museum where they have skeletons of the humans who **lived in the caves**. *The skeletons* along with some roughly **made** jewelry and weapons **were** placed inside glass cases for display. **The walls of the museum were adorned** with photographs **taken** when they **did** an excavation there.

Reorientation

*After* a quick **lunch** with *Novi* and *my parents*, we **decided** it **was** time **to go back home**. We really **had** the time of our lives. (Kennedy, 2015).

Grammatical Features:

Specific Participant: *the italic words*

Material Processes: the underlined words

Past Tense: **the bold words**

Circumstance of Time and Place: **the bold italic words**

Temporal of Sequence: the underlined italic words

Different language has different rules, different structures, different words, and different grammar. Those differences make learners often make errors. It is common thing for students to make errors and mistakes while they are learning something includes language. Not many people know that errors and mistakes are actually different.

### **2.2.5 *Errors Versus Mistake***

The definition of errors itself is a noticeable deviation from the adult grammar of native speaker, reflecting the Interlingua competence of the learners (Brown, 1980: 165). Errors are caused by deficiency in competence and knowledge of language learners. It can be caused of the learners have not learnt something correctly. As Corder (1974: 29) says that the errors are typically produced by people who do not yet fully command some institutionalized language system. Moreover, Richards (1974) adds that according to Corder, true errors are marker of the learners' competence. From those explanations, the writer concludes that errors here mean the lack of the learners' competence which causes them use a system not correctly.

As mentioned above, that errors are different with mistakes. According to Brown (1980: 165), a mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly.

From that explanation, it can be said that mistake is a failure in using correct system because of the learners itself such as carelessness, physical condition, hesitation, nervous, slips of tongue, and memory lapses. There are some theories tell about types of errors, and one of them is theory of taxonomy which is used to classify the errors.

### **2.2.6 *Types of Errors***

Tarigan (1995: 145) explains that there are four taxonomies to classify the language errors, there are the category taxonomy, the surface strategy taxonomy,

the comparative taxonomy and the communicative taxonomy. The four taxonomies mentioned are explained detail as below:

1) Error Type based on Linguistic Category taxonomy.

This type of errors includes the errors of using language or linguistic elements, such as phonology (pronunciation), syntax, vocabulary, and style. For example, the errors in a clause such as phrase nominal, preposition, adverbial, etc.

2) Error Type based on Surface Strategy Taxonomy

This errors type shows how the surface structure change. There are four kinds of errors included to this taxonomy, namely omission, addition, misinformation, and misordering.

a) Omission error is marked by an item losing which should be there.

For example: *My little sister hungry* (My little sister is hungry).

b) Addition error is marked by an item existing which should not be there. There are three types of this error.

(1) Double marking

This error is marked by an addition of the same characteristics element in an utterance. For example:

*My father doesn't knows my friends' names*

(My father doesn't know my friends' names).

(2) Regulation

Regulation is marked by error formation in using regular or irregular verb. For example:

Buy    *buyed*            **bought**

Go     *goed*                **went**

(3) Simple addition

It is an error of adding some element which is not necessary and structurally is wrong. For example:

*My friends doesn't go school* (My friends don't go school)

*We stay in over there* (We stay over there).

- c) Misinformation error is an error of using some morpheme or structure form. There are two types of this error; archi-form, and alternating form.

(1) Archie\_form

It is an errors of sing adjectives demonstrative, such as this, that, those, and these. For example:

*That houses*    (those houses)

(2) Alternative forms

It is an error of using past irregular form. For example:

*I seen her yesterday* (I saw her yesterday)

- d) Misordering is an error in structuring a good utterance by appointing a false morpheme or group morpheme. For example:

*He is all time late*    (He is late all time).

3) Error Types based on Comparatives Taxonomy

This error is based on comparison between structure of second language and other language structure. There are four kinds of this error; developing errors, interlingual errors, ambiguous errors, and other errors.

a) Developing errors

For example: *I like do it* (I like to do it)

b) Interlingual errors

For example: *The dictionary expensive*

(The dictionary is expensive)

c) Ambiguous errors

For example: *I no have a car* (I do not have a car)

d) Other errors

For example: *she do hungry* (she is hungry).

4) Error Type based on Communicative Effect Taxonomy

This is an error which is based on the errors of listening or reading. There are two kinds of this error; global errors and local errors.

a) Global error

It is caused by misunderstanding or miscommunication. The systematic global error includes:

(1) Wrong order of major constituents

For example:

*English use many people*

Many people use English.

(2) Missing or errors sentence connector

For example:

*Not take this bus, we late for school*

If do not take this bus, we will be late for school)

(3) Missing passive sentence characteristic

For example:

*The patient examined doctor*

(The patient is examined by doctor).

b) Local error

It is an error that affects single elements in a sentence which usually do not hinder a significant communication. For example:

*Why like we each other?*

Why we like each other?

In this study the Strategy Surface Taxonomy is selected because when this taxonomy includes other taxonomies in a simple formation.

Errors usually appear when the learners find difficult in learning something. It is same with learning language. Errors come from many sources and factors such as the native language itself.

### **2.2.7 Sources of Errors**

There are many things that can be reasons why errors happen. Richards (1974: 124) says that the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. He also distinguishes three sources of errors:

- 1) Interference errors occur as a result of the use of element from one language while speaking another.
- 2) Intralingua errors reflect the general characteristics of rule learning such as generalization, incomplete application of rules, and failure to learn conditions under which rules apply.
- 3) Developmental errors occur when the learners attempt to build hypothesis about the target language on the basis of limited experience.

Those sources of errors indicate that the first language or the mother tongue language became an important aspects in learning second language, and it really influence the process of learning.

Besides, according to some researches (Coder: 1974, Odlin: 1989, Scovel: 2001) states that they agree that one of the major causes of error is language transfer. The detail explanation of language transfer and also other causes of errors are explained by Judith *et.al*.

- 1) Language transfer – interference

It refers to the influence of mother tongue on the foreign language learning process. If there are no major differences between mother tongue and target language the transfer will be positive. It means that the learner will be easily learns the language. However, if there are differences the transfer will be negative.

2) Intraference

It occurs when language learners find difficulties and confuse with the differences structure of the target language. One of the most common indications of intraference is overgeneralization.

3) Overgeneralization

It happens when the language learners meet a new pattern of a new rule of the target language they think that the pattern or the rule applies to all cases without exception.

4) Teaching-induced errors

It is a result from the language teaching process which may be because of the material or the learning method by the teacher. The teacher can also induce errors by using overgeneralization in teaching new material.

The sources of errors influence the types of errors that the learners made and also the interlanguage process happen to the learners.

### **2.2.8 *Interlanguage***

The concept of interlanguage (IL) first introduced by Selinker (1972) in order to draw attention to the possibility that the learner's language can be regarded as a distinct language variety or system with its own particular characteristics and rules (*jie,2008*).

An IL "can be defined as the language of the learner" (Davies, 1989: 460), "a point on the way to a full natural language" (Davies, 1989: 461); a development process involving the "learner's systematic approximations toward the target language" "systematic approximations toward the target language"

(Davies, 1989: 448). In other words, an interlanguage is a temporary language system in order to reach a complete language competence that is a native speaker competence; “productive performance in the TL [Target Language] by the second language learner which is identical to that produced by the native speaker of that TL” (Selinker, 1974: 43). In addition, according to Jenkins (2009), any time a learner does not master a particular native variety of English, his/her English should be labeled an IL.

Ellis (2003: 33) explains that the concept of interlanguage involves the premises about second language acquisition as below:

- 1) The learner constructs a system of abstract linguistic rules which is viewed as a ‘mental grammar’ and is referred to as an ‘interlanguage’.
- 2) The learner’s grammar is permeable that is open to influence from outside and inside.
- 3) The learner’s grammar is transitional that the learners change their grammar such as by adding rules and deleting rules which comes to the result in an interlanguage continuum.
- 4) The learner’s grammar construct contain variable rules and not homogeneous.
- 5) Learners employ various learning strategies to develop their interlanguage.
- 6) The learner’s grammar is likely to fossilize which is typical of it is backsliding.

The concept of interlanguage offers general account of how second language takes place. Then, interlanguage itself can be learnt through the errors

made by the language learners. Interlanguage is described as the system of the learners' language. As a language system, interlanguage at least has three main characteristics, they are systematicity, permeability, and fossilization (Adjemian 1976).

Moreover, Selinker (1972) explains detail the characteristics of interlanguage, he argues that the interlanguage is permeable (because the rules that constitute the learner's knowledge is open to evolution); dynamic (because it is changing constantly); and systematic (because it is based on coherent rules which learners construct and select in predictable ways).

The difference between characteristics of interlanguage in which in one hand there is fossilization, and the other hand dynamic is because of many researches study about fossilization. Then, the studies find out that the errors made by the students can be decreased by instructions, and the errors itself changes over time. However, in this study, the writer wants to study the fossilization process in interlanguage rather than the dynamic characteristics. It is because there are lots of processes behind the fossilization.

As what Ali Akbar Khansir in his journal entitled *Error Analysis and Second Language Acquisition* explained that Selinker (1972) uses the term fossilization to refer to the tendency of many learners to stop developing their interlanguage grammar in the direction of the target language. He argued that interlanguage is separate linguistic system resulting from the learner's attempted production of the target language norm; he identified five fossilization processes as follow:

- 1) Language Transfer: sometimes rules and subsystems of the interlanguage may result from transfer from the first language.
- 2) Transfer of Training: some elements of the interlanguage may result from the specific features of the training process used to teach the second language.
- 3) Strategies of the Second Language Learning: some elements of the interlanguage may result from a specific approach to the material to be learned.
- 4) Strategies of the Second Language Communication: some elements of the interlanguage may result from specific ways people learn to communicate with native speakers of the target language.
- 5) Overgeneralization of the Target Language Linguistic Materials: some elements of the interlanguage may be the product of overgeneralization of the rules and semantic features of the target language.

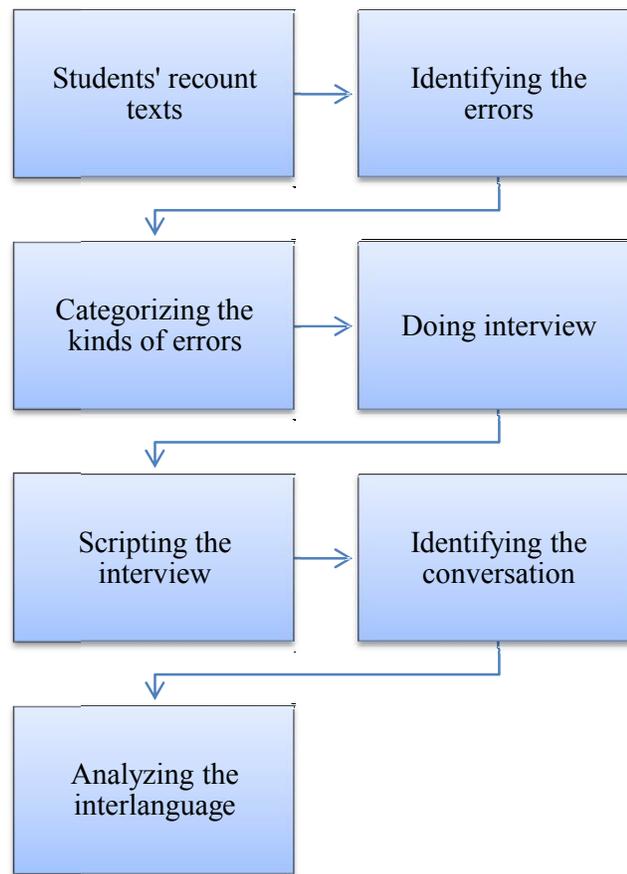
### **2.3 Framework of Analysis**

This study focuses on the discussion about grammatical errors made by the students and the interlanguage process happens in it. Selinker is the first one who introduced the term interlanguage in 1972. According to Gass and Selinker (1994), interlanguage (IL) is conceived as the product of interaction between two linguistic systems, the NL (Native Language) and the TL (Target Language).

Interlanguage itself can be identified from the grammatical errors made by the students. As Endang Fauziati says in her journal entitled

*Interlanguage and Error Fossilization: A Study of Indonesian Students Learning English as A Foreign Language*, that the errors of the students become the source for studying the system of the learners' L2 or Interlanguage (IL). Furthermore, the writer will use the errors of the students especially the grammatical errors to find out the interlanguage process happens when the students learn English, especially in writing Recount Text.

The analysis of interlanguage happens to the students when the produce recount texts are done through some steps below:



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Approach of the Study**

This study used descriptive research as Surakhmad (1990: 139) states that descriptive research is a kind of research which tries to describe and interpret a factual phenomenon. The characteristics of descriptive research are explained by Arikunto (1990: 309); it is centered in actual problem solving and the data are collected, explained and then analyzed.

Moreover, there are many kinds of descriptive research such as survey research, quantitative research, comparative research, and qualitative research. This study is a descriptive-qualitative research which is based on the problem in the study that its function is to know the status and describe the phenomenon (Arikunto, 2003: 35). Meanwhile, if it is seen from the variable, this study was non-experimental research because in this study there was no a treatment.

In addition, Creswell (1994: 147) explains that qualitative research is interpretative research. As such, the biases, values, and judgment of the researcher become stated explicitly in the researcher report.

#### **3.2 Design of the Study**

This study was a case study which investigated the interlanguage (IL) process happened when the learners produced a recount text. This study focused

on the students' grammatical errors on their recount texts as the medium to analyze the interlanguage (IL) process happened in it.

### **3.3 Place and Time of the Study**

The study was done in MAN 2 Banjarnegara in academic year 2014/2015. The writer aimed to find out the varieties of grammatical errors made by the students in order to be able to reveal the interlanguage happened behind the errors in that school. The study was done in January 2015.

### **3.4 Subject of the Study**

The Subject of this study was the tenth grades students at MAN 2 Banjarnegara. The writer chose the class who had more various scores on their semester test with the consideration that the class provided information which leaded the writer to the right conclusion. It was based on the thought that the chosen Subject should be able to provide the information that is needed (Sugiyono, 2010: 300).

According to Best (1981:8) a sample is a small proportion selected for observation and analysis. The selection of the sample was because of some considerations, first that the writer graduated from the school so that the writer would get the permission easily, and second was that MAN 2 Banjarnegara is one of Islamic Senior High School which is favorite school and there is a tough competition to enter the school.

To know the students who did grammatical errors in Recount Text was done through an instruction of writing free recount text. From the students' Recount Text grammatical errors, it was chosen the learners to be interviewed to find out the interlanguage processes happened in it in detail. The technique in choosing the interviewee was done using purposive sampling technique.

Purposive sampling is a technique in choosing the sample as the data source with certain consideration. The students who became the Subject of interview were they who made more grammatical errors than other. The amount of the students who became the Subject of interview was based on the need of the data. According to Nasution (1998 quoted by Sugiyono, 2010: 302), the amount of the sample (Subject of interview) is regarded as enough if it has been on the redundancy level which means that by using other sources of data the writer will not get new information.

### **3.5 Data**

Data in this study is data that was collected from the instruction of writing test, categorizing errors, and interview. The data mentioned was the data of the grammatical errors made by the students in writing recount texts and the interlanguage process happened during writing process in the form of descriptive-qualitative.

### **3.6 Procedure of the Study**

- 1) The First Step

- a) Doing interview with the English teacher to know the material and the understanding of students about recount text.
  - b) Constructing instrument of the study, there are writing task, analyzing grammatical errors guide, and interview guide.
- 2) The Second Step
- a) Doing observation on the class.
  - b) Giving writing task instruction.
  - c) Analyzing grammatical errors on students writing.
  - d) Selecting the Subject of interview based on the result of grammatical errors analyses and the discussion with the teacher.
  - e) Doing interview.
- 3) The Last Step
- a) Analyzing data.
  - b) Constructing research report.

### **3.7 Procedures of Collecting the Data**

In conducting this study, the writer came to the Subject class and explained the material about recount text to refresh the students' memory about it. Then, the writer gave the students time to choose the topics given and make a free recount text consist of seven until ten sentences of the topic they chose. After getting their written text, the writer analyzed and described the errors made by the students. Then, after knowing the students who made more grammatical errors than others and discussed with the teacher to select the Subject of interview, after

that the writer interviewed the selected students to find out the interlanguage process happened and categorized it based on the matrix of interlanguage.

### **3.8 Technique of Collecting the Data**

The main goal of a research is to obtain data (Sugiyono, 2010; 308), so collecting the data is the main step in a research. The data in this study was collected directly by the writer. The techniques of collecting data in this study were:

1) **Writing Task Instructions**

The writer came to the class twice, and if the students had not got the recount text material from their teachers in the first time the writer explained about recount text, and then the second time the writer gave the students task to make a recount text.

2) **Interview**

An interview is conversation with certain intent (Moeloeng, 2008: 186). In an interview there are some tools in order the process of interview could be done well. In this case, the writer prepared an interview guide, a camera, and other tools which could be used during the process of interview.

The purpose of the interview in this study was to get information about interlanguage process happened during the students learned recount text and practiced it and English in general.

### **3.9 Instrument for Collecting the Data**

This study was a descriptive-qualitative study, so that the researcher that was the writer itself was the instrument in this study. However, in order to help the writer found the grammatical errors and interlanguage process happens, the writer needed some other instruments. The instruments that were used in this study:

1) Writing Task

The writer gave the students an instruction to write free recount text by giving them five topics as outline. *Appendix 1*

2) Interview Guide

Interview guide was designed to make easy the writer in doing interview and also to avoid the topic deviation. The interview guide was designed based on the purpose of the study that was to find out the interlanguage process happened. *Appendix 4*

3) Interlanguage Matrix

It is to categorize the interlanguage process happened to the students during the time they wrote the recount texts. *Appendix 3*

### **3.10 Steps of Data Analysis**

Data collected should be analyzed as soon as possible when it is obtained from the Subject of the study. The process of analyzing the data in this study was written analysis.

The steps of data analysis in the qualitative research based on Miles and Huberman (1992, cited by Emzir, 2010; 129) that was also done in this study was in three steps:

1) Data reduction

It started from data collection, data selection, and data simplification and transformation for important data.

2) Data display

It was the way of the writer to provide the collected data.

3) Conclusion, drawing, and verifying

The conclusion should be based on the data collected and it is hoped can answer the problem on the study.

### **3.11 Objectivity and Validity of the Data**

The data objectivity and validity was gained by discussion with the English teacher in that school, the lecturer, and other parties who were relevant in this study.

Besides, so that there was no errors in analyzing data, the writer needed to examine the technique to decide the validity of the data. The technique meant was triangulation technique. It is a technique for examining credibility of the data which is done by checking the data using different techniques for the same sources (Sugiyono, 2010: 373).

## CHAPTER IV

### RESULT AND DISCUSSION

#### 4.1 Profile of MAN 2 Banjarnegara

Madrasah Aliyah Negeri (MAN) 2 Banjarnegara is one of Islamic Senior High School which has A predicate and also one of the best Senior High School in Banjarnegara. The school is built on the land of 9522 m<sup>2</sup> at Letjend. Suprpto Street 95A Banjarnegara (53417), Desa Wangon, Kecamatan Banjarnegara, Kabupaten Banjarnegara, Jawa Tengah. The school has already existed since 1965 with the first name is PGAN 4 Tahun. During 50 years, the school has already changed its name four times, PGAN 4 Tahun, PGAN 6 Tahun, PGAN, and then in 1990 it became MAN 2 Banjarnegara. The school becomes one of favorite school in Banjarnegara because it has already been successfully on the first place in many school competitions during these 50 years.

There are lots of extracurricular activities to develop students' skills and interests in art, academic, and sport which are very important and beneficial for students' development. The learning process is supported by the strategic location of the school that is on the main street that it reachable for students, teachers, and workers. Besides, there are lots of supporting facilities such as comfortable class, library, Health School Unit, laboratory, computer room, skills room, mosque, canteen, basket ball field, and a hall that all of them are for supporting students learning processes.

MAN 2 Banjarnegara, in the academic year of 2014/2015 has 1201 students consisting of 34 classes. 12 classes of X grade, 12 classes of XI grade, and 10 classes of XII grade. The principal, Drs. H. Mahmuroji, M.Pd, leads the school and has 69 teachers who hold credible qualification.

The relations between the principal, teachers, TU, and the students are very good. Every morning, before the learning process begins, it starts with tadarrus Al-Qur'an and reading Asmaul Husna. Every break time there are students who make speech in English and Arabic which can be heard for all students. The prestige of this school is not only in academic but also in sport and art.

#### 4.2 Profile of the Subject of the Study

Subject of this study was the students of X7 MAN 2 Banjarnegara which had 35 students consisting of 18 boys and 17 girls. Below are the data of the students of X7 which became Subjects of this study.

**Table 4.1 Students' name**

No.	Students' Name	Initial	Male/Female
1	ABDURRAHMAN	AB	M
2	ABDURRAHMAN NAUFAL DZAKI	AN	M
3	AHMAD FARIH AHYAR MARINDRA	AF	M
4	AJI SUBAGYO	AS	M
5	ALFIA MEGA ARDIANTI	AM	F
6	ANDALAS NURMAN ARENA KUSUMA	AA	M
7	ANNISA RAKHMAWATI	AR	F
8	ASEP TRI SETYA NUR ROZIEK	AT	M

9	BELLA RISTA SAFERA	BR	F
10	DEDI PAMUNGKAS	DP	M
11	DONI WANTOSA	DW	M
12	DWI NURUL MAULIDIYA	DN	F
13	DWI WULAN KUSUMA A.	DK	F
14	DYAS GALANG RIVALDI RACHMATULLOH	DG	M
15	HENDRI DHIMAS IS IRAWAN	HD	M
16	IKBAL SANTOSA	IS	M
17	KHUSNUL KHOTIMAH	KK	F
18	LIMPAD PUTRA SUMBAGA	LP	M
19	LINDA NOFITANINGSIH	LN	F
20	MUHAMAD IRVAN RIVAI	MI	M
21	MUHAMMAD AFIF WILDANI	MA	M
22	MUHAMMAD MIFTAH	MM	M
23	PIPIT HANDAYANI	PH	F
24	PUTRI PANGESTUNING RAHAYU	PP	F
25	RADYA INDIWORO	RI	M
26	RAGIL ADI NUGROHO	RA	M
27	RAHMALIA DEWI	RD	F
28	ROY ANDRIANO	RO	M
29	SAFIA RIZQI WULANDARI	SR	F
30	SITI MULYANI	SM	F
31	TRI RAHAYU S.	TR	F
32	ULFI SAFITRI	US	F
33	USFATUN VINA ANARISTA	UV	F
34	VINA ASTRIA DEWI	VA	F
35	WIWIT CHOLIFAH	WC	F

### 4.3 Description of Collecting of the Data

The collecting of the data in this study consisted of two stages, there were writing task and interview.

- 1) Writing Task

The first stage in this study was giving writing task to the students. It was done on Wednesday, January 14<sup>th</sup> 2015, at 08.30 – 10.00 a.m. in the X7 class MAN 2 Banjarnegara. The total students on that class were 35 students; however, on that day there were two students who were absent and did not do the writing task given. Below is the table of the students who did not do writing task.

**Table 4.2 Students who do not do writing task**

No.	Names	Student's Numbers	Male/Female	Reasons
1	DONI WANTOSA	11	Male	Sick
2	DWI WULAN KUSUMA A.	13	Female	Sick

2) Interview

The second stage was interview to the Subject of the study that had been chosen. The interview was done twice, and it was done in the class when the English Subject time. Below is the list of the time of the interview.

**Table 4.3 Time doing interview**

No.	Day and Date	Names	Times	Location
1	Monday, January 19 <sup>th</sup> 2015	AHMAD FARIH AHYAR MARINDRA	12:42 – 12:47 p.m.	Class
		RAHMALIA DEWI	12:56 – 1:01 p.m.	Class
		MUHAMMAD AFIF WILDANI	1:02 – 1:07 p.m.	Class
		SAFIA RIZQI WULANDARI	1:08 – 1:13	Class

			p.m.	
		KHUSNUL KHOTIMAH	1:14 – 1:19 p.m.	Class
		DYAS GALANG RIVALDI RACHMATULLOH	1:21 – 1:26 p.m.	Class
		IKBAL SANTOSA	1:27 – 1:32 p.m.	Class
2	Wednesday, January 21 <sup>st</sup> 2015	ABDURRAHMAN	10:26 – 10:31 a.m.	Class
		WIWIT CHOLIFAH	10:32 – 10:35 a.m.	Class
		BELLA RISTA SAFERA	10:36 – 10:39 a.m.	Class
		LINDA NOFITANINGSIH	10:40 – 10:44 a.m.	Class
		MUHAMAD IRVAN RIVAI	10:45 – 10:50 a.m.	Class
		ULFI SAFITRI	10:51 – 10:54 a.m.	Class
		USFATUN VINA ANARISTA	10:55 – 11:03 a.m.	Class
		ABDURRAHMAN NAUFAL DZAKI	11:04 – 11:09 a.m.	Class
		HENDRI DHIMAS IS IRAWAN	11:10 – 11:15 a.m.	Class

During the interview the writer used the interview guide and also a Hand Phone to record the interview process.

#### 4.4 The Study of the Interview Task Used

Recount text is one of English materials that should be taught in school. In every curriculum that has been used in Indonesia such as School Based Curriculum and Curriculum 2013, recount text is always there. The School Based Curriculum was used first before 2013 Curriculum, and it also happened in MAN 2 Banjarnegara. The changing of the curriculum used was because School Based Curriculum was considered as the best curriculum for students in MAN 2 Banjarnegara as the English teacher said. The standard competence that should be gained by the students in both curriculums is considered rather same. Below are the standard competence of School Based Curriculum and 2013 Curriculum.

Standard Competence of School Based Curriculum;

- (1) Express the meaning in short functional writing text form (such as announcement, advertisement, invitation, etc) formal and non formal use writing grammatical features accurately, fluently, and acceptable in daily context.
- (2) Express the meaning and rhetorical steps accurately, fluently, and acceptable use writing grammatical features in daily life context in a form of text: recount, narrative, and procedure (Syllabus KTSP, 2004).

Below is Standard Competence of School Based Curriculum in Indonesian;

- (1) *Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.*
- (2) *Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure.*

Meanwhile, Standard Competence of 2013 Curriculum;

- (1) Appreciate for the chance to learn English as International language communication that is shown in spirit of learning.
- (2) Show an

attitude of responsibility, care, work together, and love of peace, in doing functional communication. (3) Analyze social function, generic structure, and grammatical features on simple recount text about experience/moment/event, as appropriate as the context used. (4) Get the meaning in writing and oral simple recount text. (5) Construct writing and oral simple recount text about experience/moment/event, by paying attention of the social function, generic structure, and grammatical features correctly and as appropriate as the context (Syllabus 2013 Curriculum, 2013)

Then, below is the Standard Competence of 2013 Curriculum in Indonesian;

*(1) Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. (2) Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. (3) Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya (4) Menangkap makna dalam teks recount lisan dan tulis sederhana. (5) Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.*

From Standard Competence of both Curriculums mentioned above, it is known that both of the curriculums actually has same main goal that is that the students should be able to construct a recount text correctly as its social function, generic structure, and grammatical features.

The writing task that the writer gave to the students was a task to write a simple recount text consisting of 7 – 10 sentences. The writer also gave the students five topics to be chosen. The five topics are: (1) My Holliday; (2) My Joyful Time; (3) My Embarrassing Moment; (4) My First Day as A Freshmen; and (5) My First Class with My New English Teacher. Those topics were given

because of the writer's consideration that the tenth grade was freshmen, and those topics were chosen because it related to the event that they were familiar with. By those topics, the students were hoped be able to construct a recount text based on their real experiences, so they were able to use correct grammatical features of the recount text.

#### 4.5 Description of Writing Task Result Data

The writing task was given after the students really had been taught about recount text material. Before they did the writing task, the writer did a brainstorming of students' memory about recount text shortly. Based on the work of recount text made by the students of X7 MAN 2 Banjarnegara, the writer identified the errors made and then categorized it based on the grammatical features of recount text and the errors taxonomy. Below are the errors categorizations of students' error;

**Table 4.4 Errors categorization**

No.	Initial	Kinds of Errors																			
		SP				MP				CTP				PT				TS			
		E 1	E 2	E 3	E 4	E 1	E 2	E 3	E 4	E 1	E 2	E 3	E 4	E 1	E 2	E 3	E 4	E 1	E 2	E 3	E 4
1	AB	√		√			√	√		√	√					√		√	√		
2	AN	√				√		√			√			√		√					
3	AF	√				√	√	√		√	√		√	√		√					√
4	AS	√				√	√	√		√						√					
5	AM	√	√				√	√			√	√				√			√		
6	AA	√	√			√	√	√	√				√	√	√	√		√			
7	AR		√					√		√		√	√			√		√			
8	AT	√				√	√	√								√					
9	BR	√		√			√	√			√					√	√				√

10	DP	√	√					√		√	√			√				
11	DW																	
12	DN	√				√	√		√								√	
13	DK																	
14	DG	√		√		√	√	√		√	√	√	√	√		√		
15	HD	√						√					√		√			√
16	IS	√		√		√	√	√		√				√	√			
17	KK	√		√	√		√	√	√			√	√		√		√	√
18	LP	√		√		√	√	√						√				
19	LN			√		√	√	√	√				√				√	√
20	MI	√			√	√	√	√					√		√		√	
21	MA	√	√	√			√	√	√			√	√	√	√		√	√
22	MM							√			√	√			√			
23	PH	√				√		√					√		√			
24	PP	√					√	√						√				
25	RI	√	√			√	√	√	√		√		√	√	√			
26	RA							√							√			
27	RD	√				√	√	√		√	√	√	√	√	√		√	√
28	RO			√				√			√				√			
29	SR	√	√	√		√		√		√			√		√		√	√
30	SM	√				√		√		√					√			
31	TR			√		√	√	√					√		√		√	
32	US	√				√		√		√			√	√	√		√	√
33	UV			√				√	√	√			√		√	√	√	√
34	VA	√						√					√	√	√		√	
35	WC	√	√				√	√			√		√		√		√	√

**Note:****SP:** Specific Participants**MP:** Material Processes**CTP:** Circumstances of Time and Place**PT:** Past Tense**TS:** Temporal Sequences**E1:** Omission**E2:** Addition**E3:** Misinformation**E4:** Misordering

Students who are absent

Subject of Interview

#### 4.6 Selection of Subject of Interview

The selection of the Subject of interview was based on the result of writing recount text task that the students did. After categorizing the errors made by the students, the writer chose the Subject of interview. There are some considerations that the writer used in selecting the Subjects of interview. First, that the Subject was them who made errors in their recount text, and came to the class when interview's time. Other consideration was how many errors made by the students on their recount text, the one who made more errors than others became priority. Besides, that the Subject selected was considered were capable and regarded as the one who were able to provide the information needed (Sugiyono, 2010: 300).

The writer selected 16 Subjects of interview from 33 students who made recount text like in the table below.

**Table 4.5 List of Subject of interview**

No.	Initial	Male/Female	Students' Number
1	AB	M	1
2	AN	M	2
3	AF	M	3
4	BR	F	9
5	DG	M	14
6	HD	M	15
7	IS	M	16
8	KK	F	17
9	LN	F	19
10	MI	M	20
11	MA	M	21
12	RD	F	27

13	SR	F	29
14	US	F	32
15	UV	F	33
16	WC	F	35

The selection of the Subjects of interview above was based on the result of errors categorization that the writer had done with consideration that every kind of errors made by the students was important because every error could lead to the information needed. The Subjects of interview were divided into two groups. The first group was a group of the Subjects of interview who made more than 9 kinds of errors and made different errors with others. Then, the second group was they who made 6 – 9 kinds of errors. The Subjects of interview who belonged to the first group and second group were on the table 4.6 below:

**Table 4.6 Group of Subject of interview**

<b>First Group</b>	<b>Second Group</b>
AF	AB
RD	WC
MA	BR
SR	LN
KK	MI
DG	US
IS	UV
HD	AN

For the sixteen Subjects of interview selected, they could represent of all kinds of errors which was divided into 20 kinds of errors in the errors

categorization. The next stage was that they were interviewed to find out the interlanguage process that they experienced related to the errors that they made during writing recount text process.

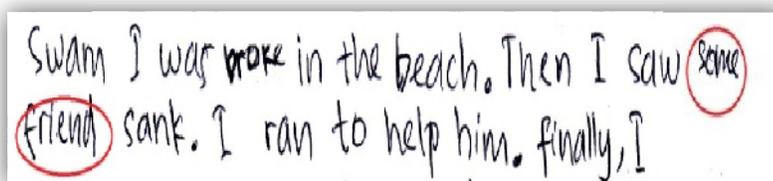
## 4.7 Analysis of the Error Categorization of the Subject of Interview

Based on the error identification, the writer found out some kinds of errors made by the Subject of interview. Below is the analysis of kinds of errors made by the students.

### 4.7.1 Specific Participant

The first grammatical feature on recount text is the existence of specific participant. For example, *I, My family, My friends, etc.* The kinds of errors made by the students on this features were divided into four categorizations, named omission, addition, misinformation, and misordering.

- 1) Omission
  - a) Analysis on the Subject AB



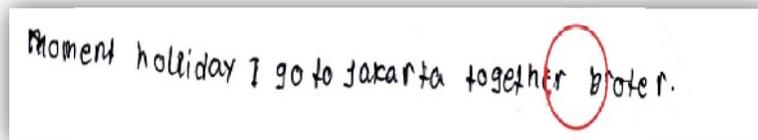
**Figure 4.1 Subject AB's recount text part**

Based on the figure 4.1, Subject AB made omission of specific participant. Subject AB omitted letter 's' in the phrase 'some friends'.

Identification of errors:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Omission	An item losing which should be there	Subject AB omitted the letter 's' that is sign of plural in the phrase 'some friends'

b) Analysis on the Subject

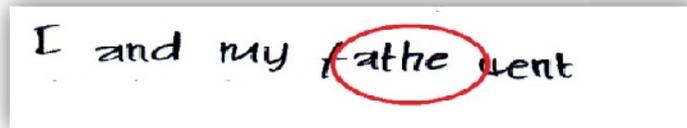


**Figure 4.2 Subject AF's recount text part**

Based on the figure 4.2, Subject AF made omission of specific participant. Subject AF did not use specific word that was used to explain a possession of the word 'brother'. It should be 'my brother', so the readers knew whose brother that was. This error was not only done by Subject AF, but others Subject also did it. The Subjects who made the same errors with AF were MI, MA, LN, RD, SR, and WC. All of them omitted the word 'my' for the word 'brother', 'sister', 'mother', 'father', 'grandmother', and 'family'. Identification of errors:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Omission	An item losing which should be there	Subject AF omitted the word that initiate a possession of the word 'brother', 'sister', 'mother', 'father', 'grandmother' and 'family'.

## c) Analysis on the Subject



I and my fathe went

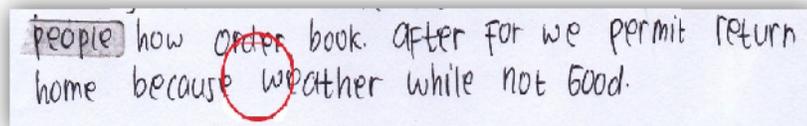
**Figure 4.3 Subject BR's recount text part**

Based on the figure 4.3, Subject BR made omission of specific participant in writing recount text. The Subject BR omitted the letter 'r' for the word 'father'. Losing of this word caused a problem because the word 'father' became meaningless.

Identification of errors:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Omission	An item losing which should be there	Subject BR omitted the letter 'r' in the word 'my father'.

## d) Analysis of Subject SR



people how order book. after for we permit return home because weather while not Good.

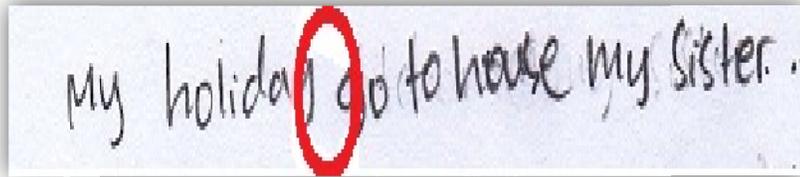
**Figure 4.4 Subject SR's recount text part**

Based on the figure 4.4, Subject SR made omission of specific participant by losing the word that showed 'specific aspect' that was the word 'the'. Losing this word made the word mentioned was general, and it should be 'the weather'.

Identification of errors:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject SR omitted word 'the' for the word 'weather'

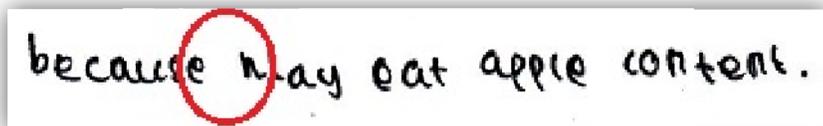
e) Analysis on Subject US



my holiday go to house my sister.

**Figure 4.5 Subject US's recount text part**

Based on the figure 4.5, Subject US made errors omission of specific participant in writing her recount text. The Subject US made quite big errors because she omitted the main Subject of her writing that was 'I'. It should be 'my holiday I go to house...'. There was other Subject who made same errors with Subject US, she was Subject WC and Subject MI. Subject WC also omitted the word 'I' on her sentence like in the figure 4.6 below.



because may eat apple content.

**Figure 4.6 Subject WC's recount text part**

Besides, Subject MI omitted the main Subject 'we' in his sentence like in figure below;



then after our swim clothing.

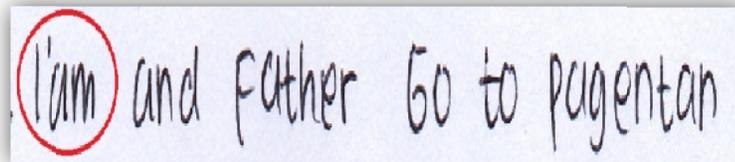
**Figure 4.7 Subject MI's recount text part**

Identification of errors:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject US and WC omitted the main Subject 'I' in her writing

2) Addition

a) Analysis on the Subject SR and WC



I'am and father Go to pagentan

**Figure 4.8 Subject SR's recount text part**

Figure 4.8 showed that Subject SR made addition of specific recount text in her writing. She used word 'am' for Subject 'I' while the word 'I' itself followed by verb non adjective. The Subject on the sentence above should be only 'I'. Other Subject who made same errors with this was WC. She made error like in the figure below.

last holiday, I'm and friend's tour

**Figure 4.9 Subject WC's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An error of adding some element which is not necessary and structurally is wrong	Subject SR and WC added the words 'am' for 'I' while the Subject 'I' and was not followed by adjective

b) Analysis on the Subject MA

Las week, I ago and I friends go

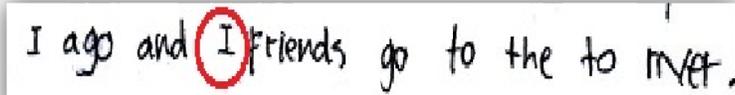
**Figure 4.10 Subject MA's recount text part**

Figure 4.10 showed that Subject MA made errors addition of specific participant that was using word 'ago' after Subject 'I'. The word 'ago' was not needed because on that sentence that word did not have meaning at all. Identification of errors:

Kinds of errors	Analysis guide	Errors made
Addition	An item existing which should not be there	Subject MA added the word 'ago' after Subject 'I' which did not have meaning and did not influence the sentence

## 3) Misinformation

## a) Analysis on the Subject MA



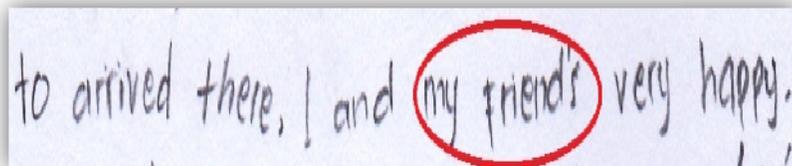
**Figure 4.11 Subject MA's recount text part**

Based on the figure 4.11, Subject MA made error that was misinformation of specific participant in recount text writing. The Subject MA used word 'I' instead of 'My' to tell 'My friends'. The word 'I' is not for possession, it is a Subject or word that shows participant and it was different with 'My'.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject MA used word 'I' instead of 'My' to tell possession

## b) Analysis on Subject UV



**Figure 4.12 Subject UV's recount text part**

Subject UV made misinformation of specific error by using 'apostrophe' before adding letter 's' to say the plural Subject. Signing plural Subject or object in English usually uses letter 's' without 'apostrophe', so that, it should be 'my friends'. Beside

Subject UV, there was other Subject who also made errors like UV's, she was Subject WC. She made error like below



last holiday, i'm and friend's saw in Malang Java wats.

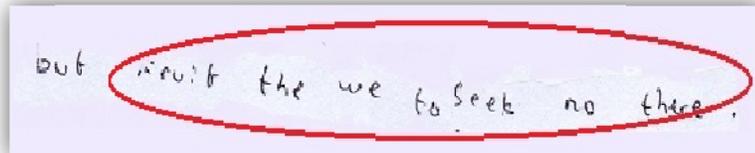
**Figure 4.13 Subject WC's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject UV and WC used 'apostrophe' as a sign of plurality

4) Misordering

a) Analysis on Subject DG



but fruit the we to seek no there.

**Figure 4.14 Subject DG's recount text part**

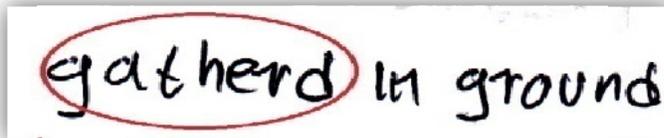
Subject DG made error that belonged to misordering error of specific participant. He ordered the word randomly and just put it based on the meaning in Indonesia. The sentence above was hardly to be read, and based on the analysis done by the writer, it should be 'but, the fruit that we seek was no there'. Identification error:

Kinds of errors	Analysis guide	Errors made
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject DG constructed a sentences by appointing false ordering

#### 4.7.2 Material Processes

The second grammatical features of recount text are Material Processes (MP). It refers to the use of verb and also ‘to be’. For example, *take..., go..., look for....tc..* The errors on this part were also divided into four categorizations.

- 1) Omission
  - a) Analysis on the Subject HD



**Figure 4.15 Subject HD's recount text part**

Subject HD made an error which belonged to omission of material processes that was he omitted the letter ‘e’ of the word ‘gathered’. Losing of this letter caused a problem because without letter ‘e’ the word ‘gathered’ would be ‘gatherd’ and it did not have meaning.

Identification of errors:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject HD omitted the letter 'e' in the word 'gathered' which made it did not have meaning and became unreadable

b) Analysis on Subject IS



Figure 4.16 Subject IS's recount text part

Subject IS made an omission of a verb which should be there that was verb 'go'. Without verb 'go' the sentence was not perfect because the verb 'hiking' was a gerund. If the Subject IS would use the word 'go', so the word 'hiking' should be 'hike', an infinitive because the verb after 'to' should be on the original form. Besides Subject IS, Subject MI also made same error. He omitted verb 'go' that should be there like in the figure below;

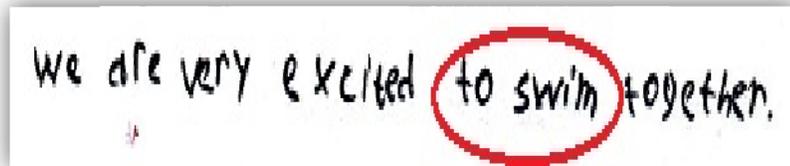
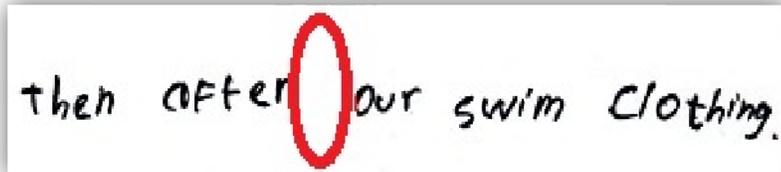


Figure 4.17 Subject MI's recount text part

Identification of errors:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject IS and MI omitted verb 'go' which should be followed by a gerund 'hiking' that came after word 'to'

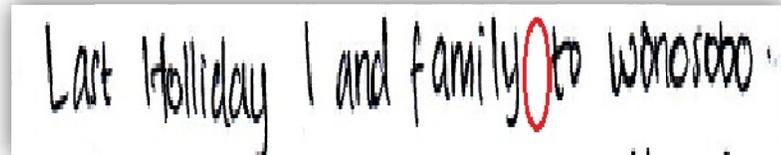
c) Analysis on Subject MI



then after our swim clothing.

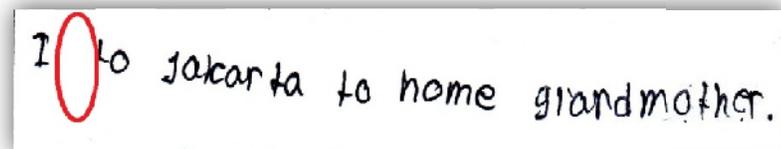
Figure 4.18 Subject MI's recount text part

Subject MI omitted a verb in that sentence. There should be a verb 'use' so the sentence would be able to be read and understood. It also happened to other Subjects like RD and AF.



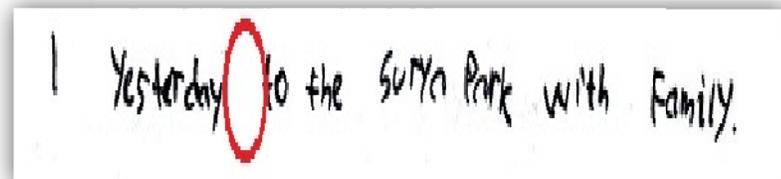
Last Holiday I and family to wdnosodo.

Figure 4.19 Subject RD's recount text part



I to Jakarta to home grandmother.

Figure 4.20 Subject AF's recount text part



I Yesterday to the Surya Park with Family.

Figure 4.21 Subject MI's recount text part

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject RD, AF, and MI omitted an important element that was 'verb' on their sentence

d) Analysis on Subject AN



The image shows a handwritten sentence 'we listening music' on a white background. The word 'listening' is circled in red, indicating an error in the text.

Figure 4.22 Subject AN's recount text part

Subject AN omitted a word 'to' for the verb 'listening to'.

He wrote like the figure above, and it was grammatically incorrect.

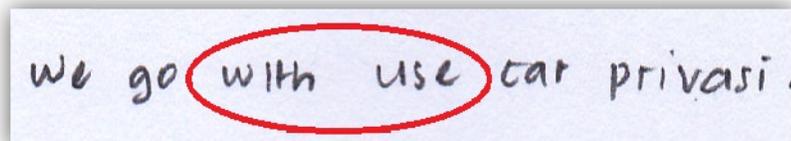
The verb 'listening' is always followed by 'to'.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject AN omitted word 'to' in the verb 'listening'

2) Addition

a) Analysis on Subject KK



The image shows a handwritten sentence 'we go with use car privasi.' on a light blue background. The words 'with use' are circled in red, indicating an error in the text.

Figure 4.23 Subject KK's recount text part

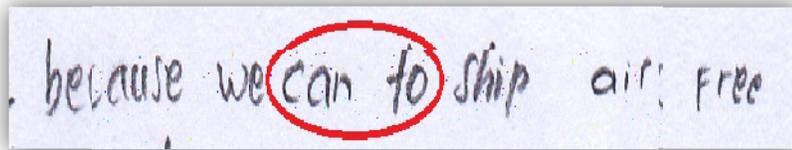
Subject KK made addition of verb ‘use’ with adverb ‘with’.

Those verbs have same meaning in that sentence. If there was verb ‘use’ it did no need to use the word ‘with’.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An addition of the same characteristics element in an utterance	Subject KK used word ‘with’ and ‘use’ in one sentence which actually refered to the same meaning

b) Analysis on Subject UV



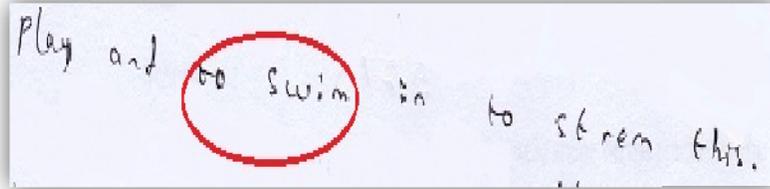
**Figure 4.24 Subject UV’s recount text part**

Subject UV added word ‘to’ after modal ‘can’. It was grammatically wrong because modal is always followed by present verb and not infinitive. The sentence should be ‘because we can ship...’ without word ‘to’.

Identification of error:

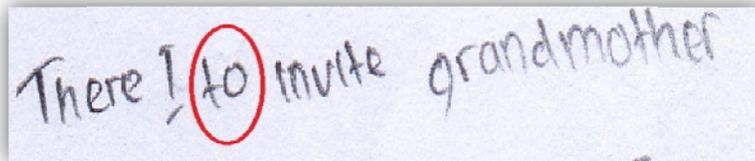
<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An error of adding some element which is not necessary and structurally is wrong	Subject UV added element ‘to’ after modal ‘can’ which was grammatically wrong

## c) Analysis on Subject DG



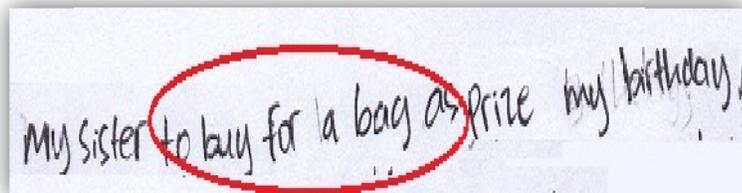
**Figure 4.25 Subject DG's recount text part**

Subject DG used an infinitive verb for all verbs in his sentence. He added 'to' for all his verbs which was actually wrong. For the sentence above, DG only needed to use the verb 'swim' and then changed it into past form. Besides Subject DG, there were Subject LN and UV who make same errors. Subject LN added word 'to' for her verbs like in the figure below;



**Figure 4.26 Subject LN's recount text part**

And also Subject UV,



**Figure 4.27 Subject UV's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An item existing which should not be there	Subject DG, LN, and UV added word 'to' to the verb that should be past tense.

d) Analysis on Subject BR



**Figure 4.28 Subject BR's recount text part**

The word 'of' in the Subject BR's sentence changed the meaning. It made the Subject 'I and my father' became an object in the meaning.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An item existing which should not be there	Subject BR added the word 'of' which semantically changed the meaning of the sentence

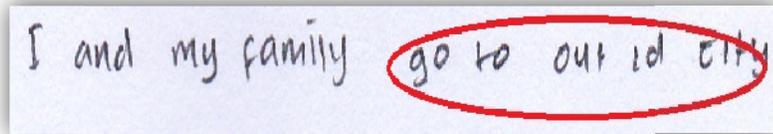
e) Analysis on Subject RD



**Figure 4.29 Subject RD's recount text part**

Subject RD added an element which should not be there that is 'to'. Even though it did not change the meaning of the sentence, but the existence of the word actually was not needed. It

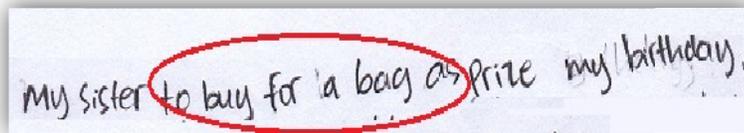
should be only 'back home'. Other Subjects who also made such errors were KK and US.



I and my family go to out id city

**Figure 4.30 Subject KK's recount text part**

Subject KK added word 'id' which was not needed and did not have meaning. Also, Subject US who added word 'for' in her sentence.



My sister to buy for a bag as prize my birthday!

**Figure 4.31 Subject UV's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An item existing which should not be there	Subject RD, KK, and US added words which actually was not needed in the sentence like 'to', 'id', and 'for'.

3) Misinformation

a) Analysis on Subject HD



we join some activities

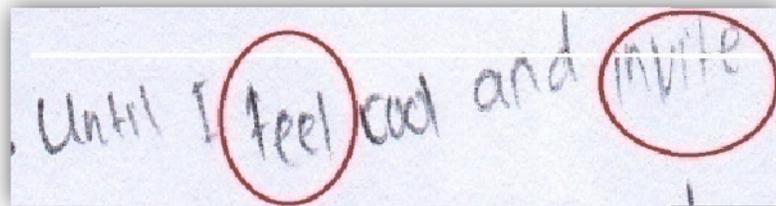
**Figure 4.32 Subject HD's recount text part**

Subject HD used present instead of past tense in a recount text in which it should use past tense. The sentence above should use verb 'joined'. Other Subjects who made misinformation errors like Subject HD were Subject IS, LN, MA, AN, RD, SR, US, UV, DG, and AF.



then I and my friends eat dinner together!

Figure 4.33 Subject IS's recount text part



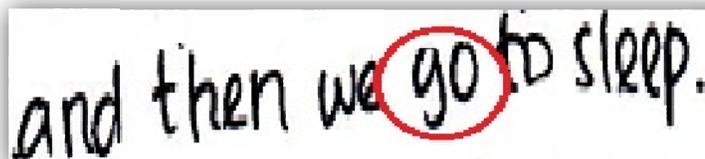
Until I feel cool and invite

Figure 4.34 Subject LN's recount text part



I and friends prepare fishing,

Figure 4.35 Subject MA's recount text part



and then we go to sleep.

Figure 4.36 Subject AN's recount text part

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject HD, IS, LN, MA, AN, RD, SR, US, UV, DG, and AF used present form than past form.

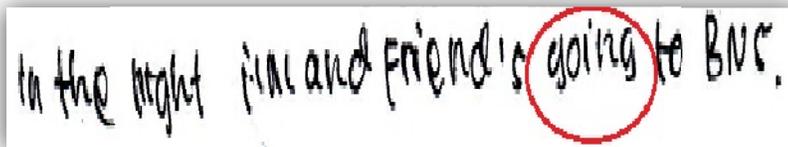
b) Analysis on Subject RD



The image shows a handwritten note on a white background. The word 'Cooking' is written in black ink and is circled with a red oval. To its right, the words 'food & drink' are written in black ink.

**Figure 4.37 Subject RD's recount text part**

Subject RD used verb-ing form instead of past form, and it was not right. If the Subject would use verb-ing form it should be initialed by 'to be' and it did not do by Subject RD. Other Subjects who made same mistake like Subject RD were Subject WC, AF, HD, and KK.



The image shows a handwritten sentence on a white background: 'In the night inland friend's going to BNC.'. The word 'going' is circled with a red oval.

**Figure 4.38 Subject WC's recount text part**



The image shows a handwritten sentence on a white background: 'Pass, I shopping and lunch.'. The word 'shopping' is circled with a red oval.

**Figure 4.39 Subject AF's recount text part**

we sharing each other.

Figure 4.40 Subject HD's recount text part

to arrive we in lottom we playing.

Figure 4.41 Subject KK's recount text part

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject RD, WC, AF, HD, and KK used verb-ing

c) Analysis on Subject AF

there I go wol together my brother.

Figure 4.42 Subject AF's recount text part

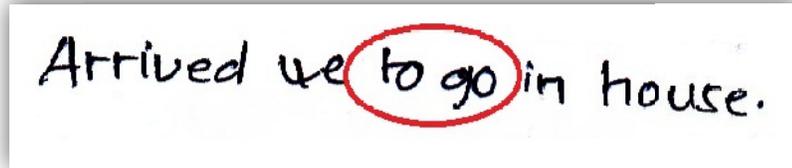
Error on the sentence that is made by Subject AF was the using of term 'go wol' to state the verb 'go walking'. It was a misinformation error because Subject AF wrote the verb 'go walking' was not based on the spelling but it was based on its pronunciation.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject AF wrote 'go wol' for verb 'go walking'

## 4) Misordering

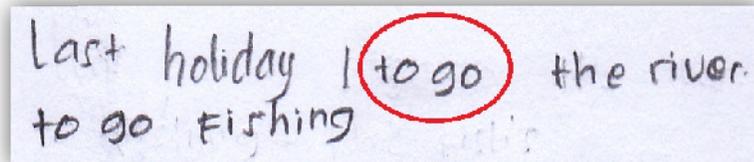
## a) Analysis on Subject BR



Arrived we to go in house.

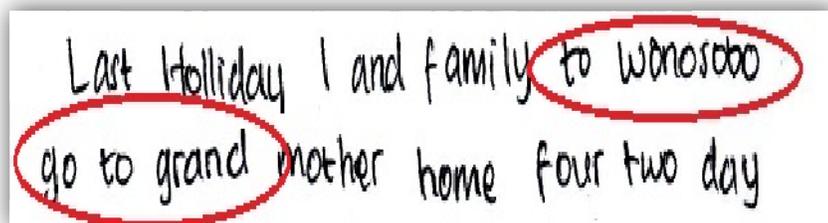
Figure 4.43 Subject BR's recount text part

Subject BR put the verb 'go' after 'to' while it should be 'go to'. By arranging the verb 'go to' like the Subject BR did, it was structurally wrong. Other Subjects who made this kind of error were UV and RD.



Last holiday I to go the river.  
to go fishing

Figure 4.44 Subject UV's recount text part



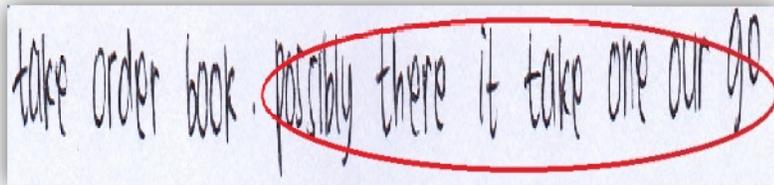
Last Holiday I and family to wanosobo  
go to grand mother home four two day

Figure 4.45 Subject RD's recount text part

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject BR, UV, and RD arranged verb 'go to' by 'to go'

b) Analysis on Subject SR



**Figure 4.46 Subject SR's recount text part**

Subject SR made error by misarranging the word order. The sentence above should be 'possibly it takes one hour to go there'.

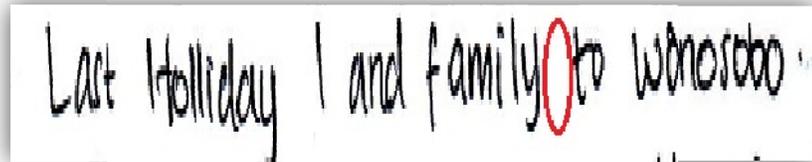
Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject SR misarranged the word order 'S V C'

### 4.7.3 *Past tense*

Other language features of recount text that is using past tense. The examples of past tense is *go..went, take...took, arrive...arrived..etc*. Like other language features that had been analyzed, errors in past tense used also were divided into four.

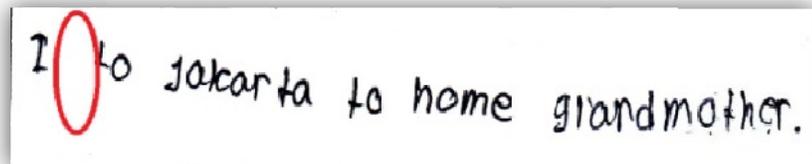
- 1) Omission
- a) Analysis on Subject RD



Last Holiday I and family to winorodo.

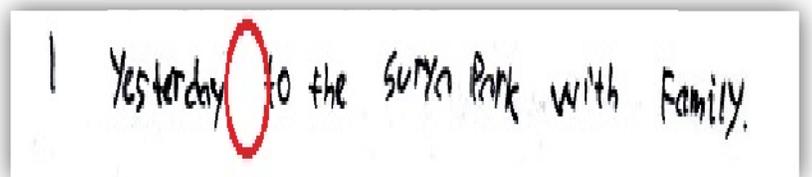
**Figure 4.47 Subject RD's recount text part**

Subject RD omitted the verb in her sentence that caused the sentence became incomplete sentence. A sentence should consist of Subject, Verb, Object, Adverb. Then, the structure of a sentence especially in English is S V O or S V C. Losing of one of those element caused the sentence became ungrammatical and sometimes it was hard to be read. This kind of errors also happened to some other Subjects like Subject AF, MI.



I to Jakarta to home grandmother.

**Figure 4.48 Subject AF's recount text part**



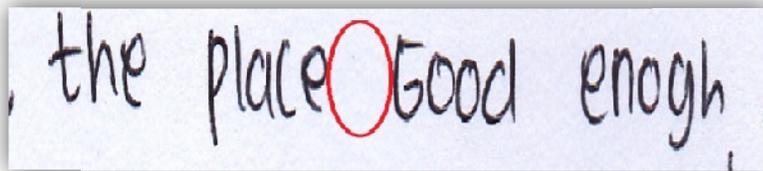
I Yesterday to the surya Park with Family.

**Figure 4.49 Subject MI's recount text part**

Identification of error:

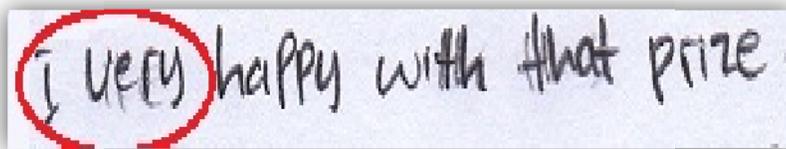
Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject RD, AF, and MI omitted an important element that was 'verb' on their sentence

b) Analysis on the Subject SR

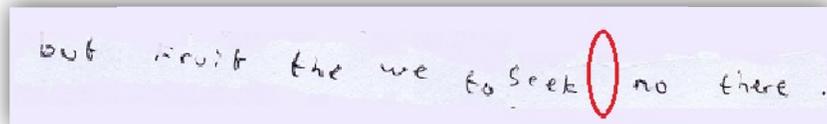


**Figure 4.50 Subject SR's recount text part**

Errors made by Subject SR were omission of 'to be'. In the sentence above, Subject SR should use to be 'was' to make correct sentence. Other Subjects who made same error were US, UV, WC, and DG. US and DG omitted to be 'was' for her sentence like in the figure below;



**Figure 4.51 Subject US's recount text part**



**Figure 4.52 Subject DG's recount text part**

Then, UV and WC omitted to be 'were' in her sentence like below;

Figure 4.53 Subject UV's recount text part

Figure 4.54 Subject WC's recount text part

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	The Subject SR, US, UV, WC, and DG omitted the to be 'was' and 'were'

2) Addition

a) Analysis on Subject AB

Figure 4.55 Subject SR's recount text part

Subject AB used two verbs that were actually same. The verb 'went' was the past tense of 'go', so the past tense was the verb that should be used.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An addition of the same characteristics element in an utterance	Subject AN used verb 'went' and also 'go' which had same meaning

## b) Analysis on Subject IS

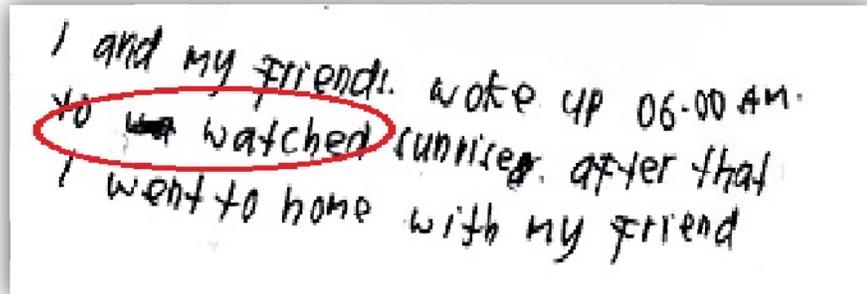


Figure 4.56 Subject IS's recount text part

Subject IS made addition error in which he used past tense while he also added word 'to'.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An addition of the same characteristics element in an utterance	Subject IS added 'to' in a past tense verb

## c) Analysis on Subject RD

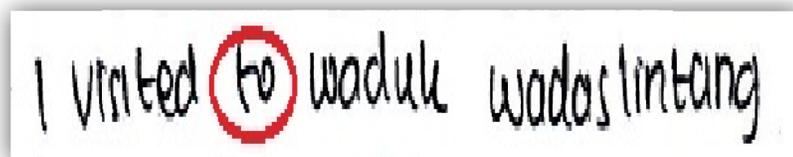
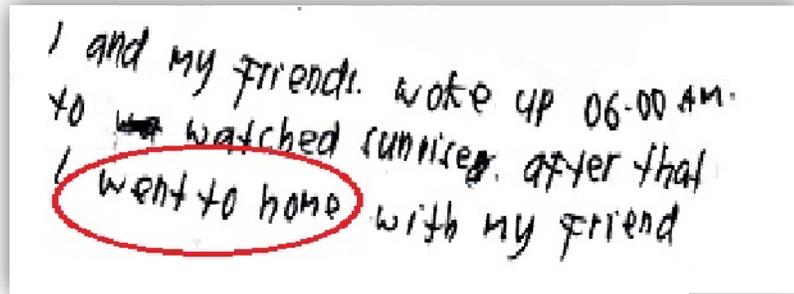


Figure 4.57 Subject RD's recount text part

Subject RD added word 'to' after verb 'visited' which did not necessary. The word 'visited' was not followed by 'to', but it could be directly followed by place. It also happened to object IS who added word 'to' after 'went'.



**Figure 4.58 Subject IS's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An error of adding some element which is not necessary and structurally is wrong	Subject RD and IS added word 'to' to the verbs 'visited' and 'went'

3) Misinformation

a) Analysis on Subject HD



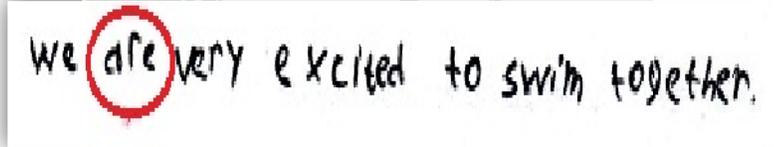
**Figure 4.59 Subject HD's recount text part**

Subject HD did misinformation error by writing the word 'very' with 'werry'. It caused that word did not have meaning because it did not make a word.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject HD wrote 'very' with 'werry'

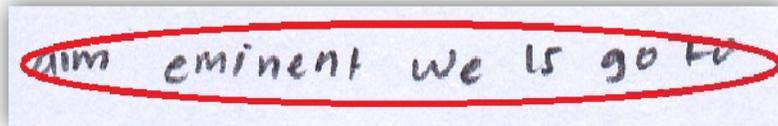
b) Analysis on Subject MI



we are very excited to swim together.

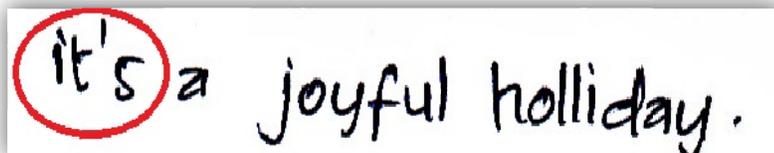
**Figure 4.60 Subject MI's recount text part**

Subject MI made misinformation error because he used 'to be' in present form in recount text. It should be 'were' in that sentence. Other Subjects who also made this kind of error were KK, BR, and LN.



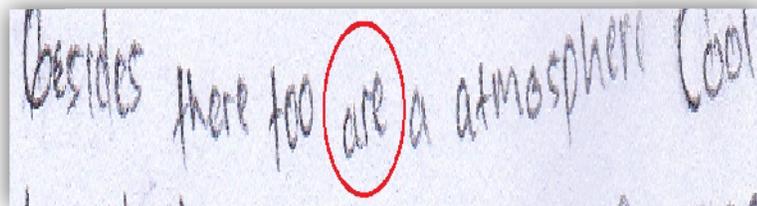
im eminent we is go to

**Figure 4.61 Subject KK's recount text part**



it's a joyful holliday.

**Figure 4.62 Subject KK's recount text part**



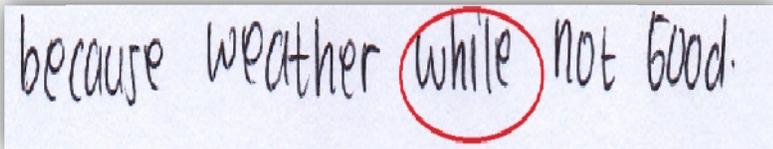
Besides there too are a atmosphere Cool

**Figure 4.63 Subject LN's recount text part**

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject MI, KK, BR, and LN used 'to be' in present

c) Analysis on Subject on SR



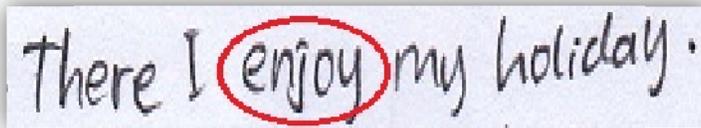
**Figure 4.64 Subject RS's recount text part**

Subject SR used word 'while' instead of 'to be' in the sentence where it should be used 'to be'.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject SR used word 'while' to represent 'to be'

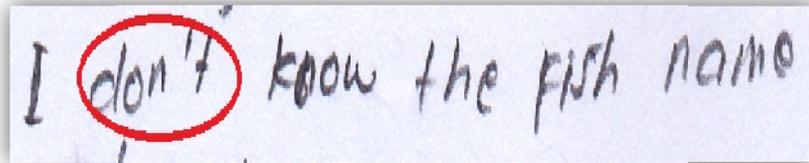
d) Analysis on Subject US



**Figure 4.65 Subject US's recount text part**

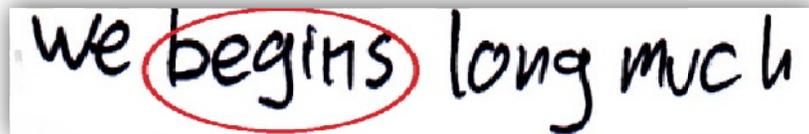
Subject US made information error that was she used present tense instead of past tense in writing recount text. Other Subjects of who made this kind of error were BR, AF, AN, UV,

WC, HD, KK, IS, and SR. Most of them used present tense than past tense in writing recount text.



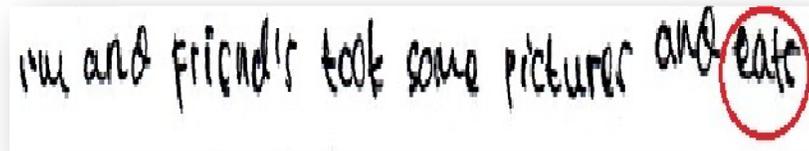
I don't know the fish name

Figure 4.66 Subject UV's recount text part



we begins long much

Figure 4.67 Subject HD's recount text part



we and friend's took some pictures and eat

Figure 4.68 Subject WC's recount text part



after that we build tent.

Figure 4.69 Subject IS's recount text part



We exercise at gym

Figure 4.70 Subject AN's recount text part

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject , AF, AN, UV, WC, HD, KK, IS, and SR used present tense when it should use past tense

4) Misordering

a) Analysis on Subject AN



**Figure 4.71 Subject AN's recount text part**

Subject AN did misarranging when wrote the word 'didn't'.

He writes 'did'nt' in which he put an 'apostrophe' in a wrong position. The misarranging of the apostrophe made the word meaningless.

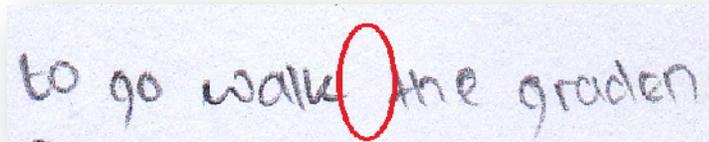
Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject AN put the apostrophe in wrong position. He wrote 'did'nt' instead of 'didn't'

#### 4.7.4 Circumstance of Time and Place

A recount text should be told clearly, so that, it needs especially the time and place. The examples of circumstance of time and place are *to town, along the road, across the road.. etc..* The categorizations of the kinds of these errors were also divided into four.

- 1) Omission
  - a) Analysis on Subject LN



**Figure 4.72 Subject LN's recount text part**

Subject LN made error omission of time and error that was she omitted the 'preposition'. Before the word 'the garden' it should be preposition 'in'. This kind of error also happened to some others Subjects.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject LN omitted the proposition 'in'

- b) Analysis on Subject AB



**Figure 4.73 Subject AB's recount text writing**

Subject AB made omission error by omitting the article of the place. Like on the figure 4.73 above, he omitted an article 'a'

for 'a little wave'. Other Subjects who made this kind of errors were HD and AN.

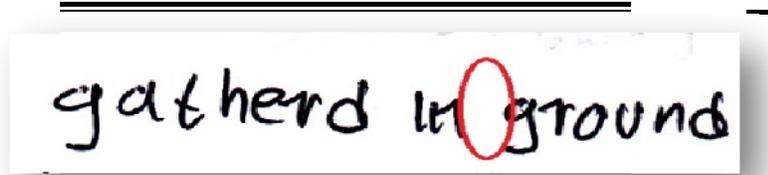


Figure 4.74 Subject HD's recount text part

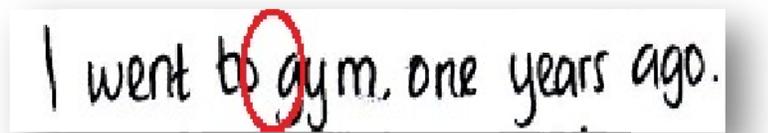


Figure 4.75 Subject AN's recount text part

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject AB, AN, and HD omitted the article 'a' which should be there

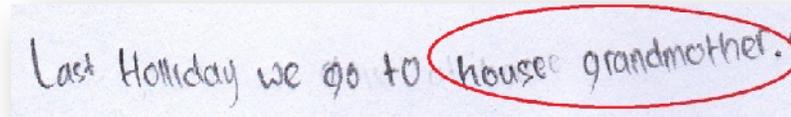
c) Analysis on Subject BR



Figure 4.76 Subject AN's recount text part

Subject BR made omission error because she omitted the word that showed a possession. That word was 'my' before the 'brother's house. It belonged to characteristics of recount text in

which the writers should use a specific sentence. Other Subjects who made these kinds of error were LN and RD.



**Figure 4.77 Subject LN's recount text part**

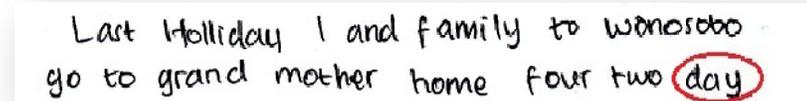


**Figure 4.78 Subject RD's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject BR, LN, and RD omitted word 'my'

d) Analysis on Subject RD



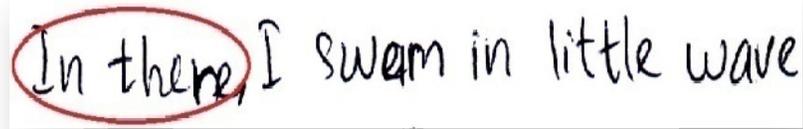
**Figure 4.79 Subject RD's recount text part**

Subject RD made omission error by losing the letter 's' as a sign of plurality. It should be 'two days' not 'two day'.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject RD omitted letter 's' in the word 'two days'

## 2) Addition

a) Analysis on Subject AB


In there, I swam in little wave

**Figure 4.80 Subject AB's recount text part**

Subject AB made error addition by giving the word 'in' before 'there'. Based on the meaning, both of the words had same meaning in the sentence above. So, by writing only one of them was already enough and correct.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An addition of the same characteristics element in an utterance	Subject AB used both word 'in' and 'there' for one meaning

b) Analysis on Subject HD


Last holliday

**Figure 4.81 Subject HD's recount text part**

The error of Subject HD was laid on the writing. He added the letter which made the word that he meant was unreadable and meaningless. The word above should be 'holiday' without double letter 'l'. These kinds of error also were founded in some other Subjects who exactly wrote the word 'holiday' exactly same with Subject HD. They were Subject AF, KK, LN, RD, and BR.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An item existing which should not be there	Subject HD, AF, KK, LN, RD, and BR wrote word 'holiday' by giving double 'l'

c) Analysis on Subject AN



**Figure 4.82 Subject AN's recount text part**

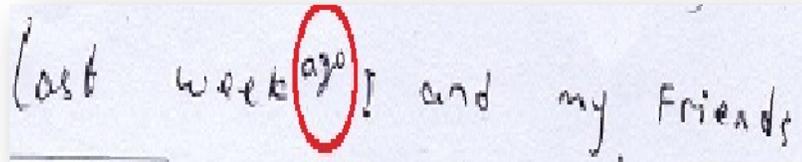
Subject AN made error addition by adding the letter 's' for word 'one year' that the letter 's' was signed of plurality but 'one year' was not categorized as plural. An addition of letter 's' also happened to Subject WC but in different word. Subject WC added letter 's' for the word 'holiday' like the figure 4.81 below.



**Figure 4.83 Subject WC's recount text part**

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An item existing which should not be there	Subject AN added letter 's' in the word 'one year' and Subject WC added letter 's' in the word 'holiday'

d) Analysis on Subject DG


Handwritten text: "Last week ago I and my friends". The word "ago" is circled in red.

**Figure 4.84 Subject DG's recount text part**

Subject DG made an error addition in which he added word 'ago' while he also used word 'last'. Both of the words had same characteristics and in that sentence had same meaning. The word 'last week' usually stood alone without more additional word like Subject DG made.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An item existing which should not be there	Subject DG used both 'ago' and 'last' that referred to one meaning

e) Analysis on Subject MA


Handwritten text: "I ago and I friends go to the to river.". The words "to the to" are circled in red.

**Figure 4.85 Subject MA's recount text part**

Subject MA added the word 'to' in which it was no need. The existence of this word would destroy the meaning of the sentence.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An item existing which should not be there	Subject MA added word 'to' after word 'go to'

f) Analysis on Subject RD



~~Figure 4.86 Subject RD's recount text part~~

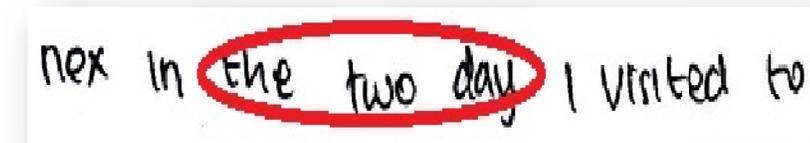
Preposition 'for' usually is used to describe the length. Subject RD made error addition that was the Subject wrote letter 'u' for the word 'for'. This addition made meaning changing and it also made the sentence's meaning was also different.

Identification of error:

Kinds of errors	Analysis guide	Errors made
Addition	An item existing which should not be there	Subject RD wrote word 'for' to describe length with 'four'

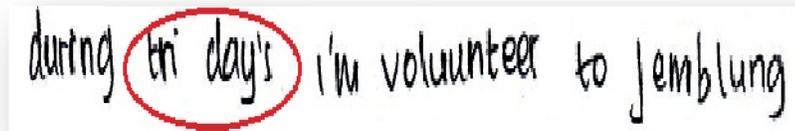
3) Misinformation

a) Analysis on Subject RD



~~Figure 4.87 Subject RD's recount text part~~

Subject RD made an errors belonged to misinformation because she used number for numerical instead of number of order. She wrote ‘the two day’, but the right one was ‘the second day’. Subject RD also made other errors like below.



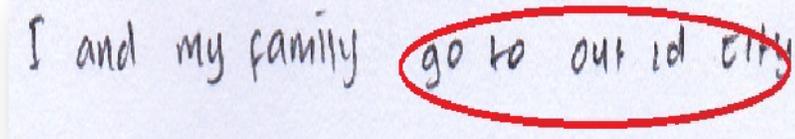
**Figure 4.88 Subject RD's recount text part**

She wrote ‘three’ with ‘tri’ and then she used ‘apostrophe-s’ for signing plurality. However, it should be ‘three days’ not ‘three day’s’.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject RD wrote ‘the two day’ for ‘the second day’ and she also wrote ‘three days’ by ‘tri day’s’

b) **Analysis on Subject KK**



**Figure 4.89 Subject KK's recount text part**

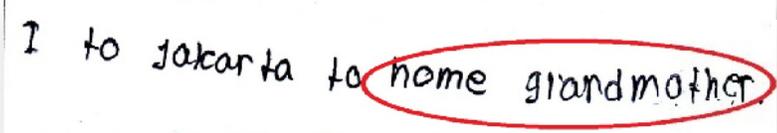
Subject KK used a term that cannot be understood that was 'id'. This word was meaningless, and based on the writer's analysis it referred to the word 'of' or 'in'.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject KK wrote word 'id' which had ambiguous meaning

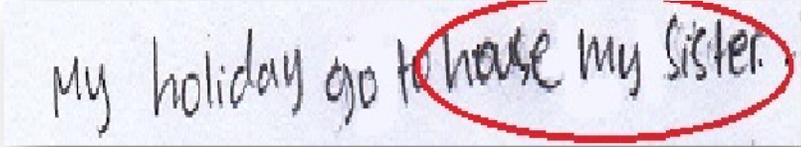
4) Misordering

a) Analysis on Subject AF



**Figure 4.90 Subject AF's recount text part**

Subject AF wanted to say 'grandmother's home' but he wrote 'home grandmother'. He made a misordered noun phrase. This kind of errors also happened to some other Subjects, they were Subject LN and RD who made this error exactly same with Subject AF. Besides Subject AF, LN, and RD, there was other Subject US who made misordered noun phrase for 'my sister house'.

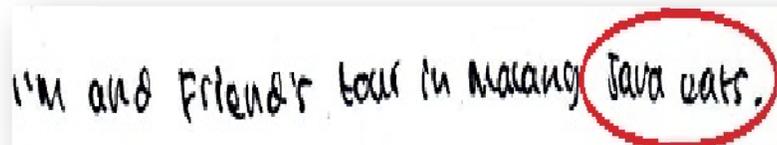


**Figure 4.91 Subject US's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject AF, LN, RD misarranged the noun phrase of 'my grandmother's house' and Subject US misarranged noun phrase 'my sister's house'

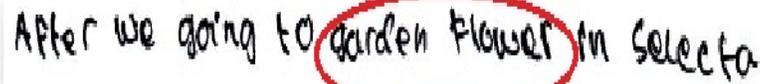
b) Analysis on Subject WC



The image shows a handwritten sentence: "I'm and friend's tour in Malang, Java east." The words "Java east" are circled in red, indicating a misordering error where the adjective "east" follows the noun "Java".

**Figure 4.92 Subject WC's recount text part**

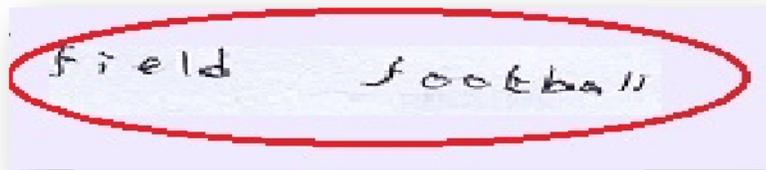
Subject WC made errors by writing 'East Java' with 'Java east'. This was Noun Phrase which consisted of adjective in which the structure of it in English and Indonesian was different. Subject WC also made other errors which was similar with the error before. She made misordering Noun Phrase which consisted of noun and noun.



The image shows a handwritten sentence: "After we going to garden flower in Selecta". The words "garden flower" are circled in red, indicating a misordering error where the noun "flower" follows the noun "garden".

**Figure 4.93 Subject WC's recount text part**

Other Subject who made same errors with Subject WC was Subject DG.

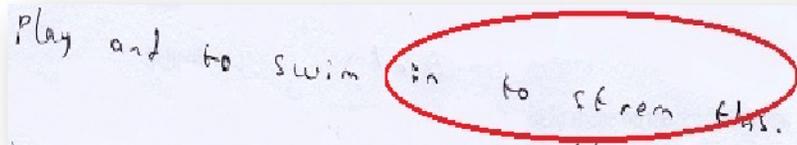


**Figure 4.94 Subject DG's recount text part**

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject WC wrote 'Java East' for 'East Java'; She arranged 'garden flower' which should be 'flower garden'; and Subject DG who wrote 'field football' for 'football field'

c) Analysis on Subject DG



**Figure 4.95 Subject DG's recount text part**

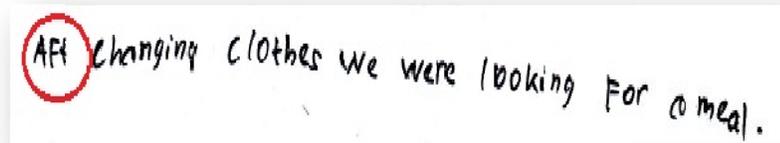
Subject DG made error in that sentence by ordering the particle 'this' in the end of sentence. It should be before the word 'stream'. Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject DG put the particle 'this' in wrong position

#### 4.7.5 Temporal Sequence

The temporal sequence often indicates with ‘and then, then, after that’. The categorizations of errors in this language feature of recount text also were divided into four.

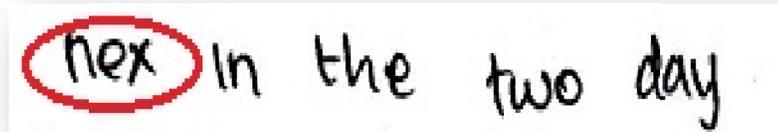
- 1) Omission
  - a) Analysis on Subject MI



Aft Changing clothes we were looking for a meal.

**Figure 4.96 Subject MI's recount text part**

Subject MI did omission of temporal sequence ‘after’. He wrote only ‘aft’, and this changed the meaning of the word itself. Also, this omission made the word ‘aft’ did not have meaning at all. This also happened to other Subjects like RD which wrote the word ‘next’ only ‘nex’.

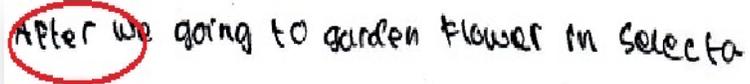


nex In the two day

**Figure 4.97 Subject RD's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Omission	An item losing which should be there	Subject DG and RD omitted some letters, so it became incomplete word like ‘aft’ for ‘after’ and ‘next’ for ‘nex’

b) Analysis on Subject WC


After we going to garden flower in selecta

**Figure 4.98 Subject WC's recount text part**

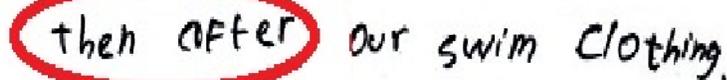
Subject WC omitted a word for her sentence that was 'that'.

From the sentence without word 'that' it would give different meaning if the reader read the text at glance. However, by reading all of the text, the sentence above needed word 'that' after word 'after'. So, it should be 'after that'.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Omission	An item losing which should be there	Subject WC omitted word 'that' for adverb 'after that'

## 2) Addition

a) Analysis on Subject MI


then after our swim clothing.

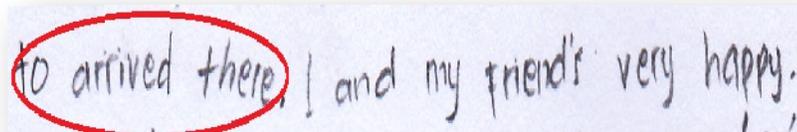
**Figure 4.99 Subject MI's recount text part**

Subject MI used double adverb that indicated temporal sequence. He could use one of them, because both of them had same meaning in that sentence.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An addition of the same characteristics element in an utterance	Subject MI used double adverb 'than' and 'after'

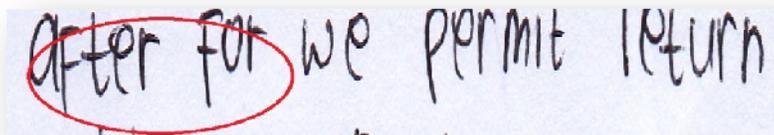
b) Analysis on Subject US



**Figure 4.100 Subject US's recount text part**

Subject US used word 'to' even she already wrote 'arrived'.

It made the sentence was hardly understood. Besides, Subject SR also made same errors.



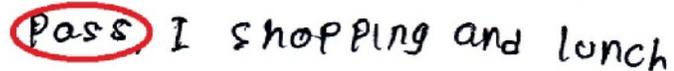
**Figure 4.101 Subject SR's recount text part**

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Addition	An item existing which should not be there	Subject US added 'to' and Subject SR added word 'for' which was not necessary

3) Misinformation

a) Analysis on Subject AF



**Figure 4.102 Subject AF's recount text part**

Subject AF chose inappropriate word for adverb that indicated temporal of sequence. It also happened to Subject MA who wrote the sentence like below.

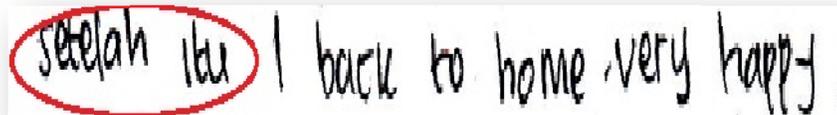


**Figure 4.103 Subject MA's recount text part**

Identification of error:

Kinds of errors	Analysis guide	Errors made
Misinformation	An error of using some morpheme or structure form	Subject AF and MA used words 'pass' to state temporal sequence

b) Analysis on Subject RD



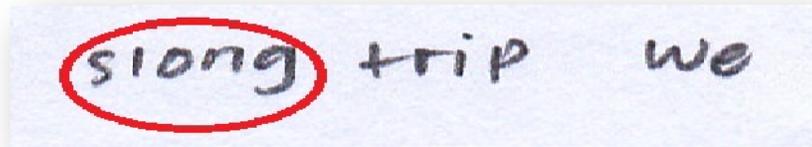
**Figure 4.104 Subject RD's recount text part**

Subject RD used 'Bahasa Indonesia' adverb in which the meaning was correct and appropriate for the sentence.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject RD used word 'setelah itu'

c) Analysis on Subject KK



**Figure 4.105 Subject KK's recount text part**

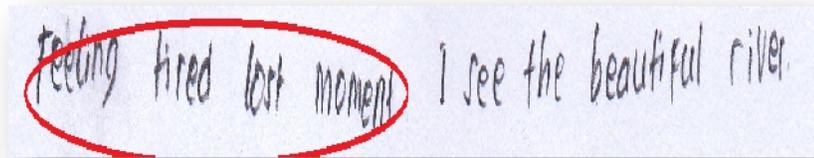
Subject KK made misinformation error in which she wrote word 'slong' that did not have meaning than word 'along'.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misinformation	An error of using some morpheme or structure form	Subject KK used word 'slong'

4) Misordering

a) Analysis on Subject US



**Figure 4.106 Subject US's recount text part**

Subject US used temporal of sequence with different words but she made it in wrong structure.

Identification of error:

<b>Kinds of errors</b>	<b>Analysis guide</b>	<b>Errors made</b>
Misordering	An error in structuring a good utterance by appointing a false morpheme or group morpheme	Subject US used different word that indicates temporal of sequence but it was not in a correct order

The errors that were found in the Subject's writing recount text led the writer to find out the interlanguage process that happened to the Subjects when they learned English generally and during their writing recount text process especially. As many researchers say that errors made by the learners is one of learner's way to gain language competence, and errors itself is one of ways to study interlanguage.

The definition of interlanguage showed that errors made by the Subjects in writing recount text were actually not failure, but it was the students' way to solve their problem in learning English. There many Subjects who made lots of kinds of errors, so after analyzing those errors the writer continued with interview to find out the interlanguage processes. Below it would be discussed the result of the interview that led the writer in categorizing interlanguage processes happened to the Subjects of interview.

#### **4.8 Description of Interview Data**

The interview was done after the errors made in the students' recount texts had been categorized. The purpose of the interview was to find out the interlanguage processes happened to the students during writing processes using

the errors that they made as the topic of the questions asked. There were sixteen Subjects of interview which were selected based on the errors that they made and also the total number of the errors and the Subjects could represent the whole class. The results of the interview in identifying the interlanguage processes happened to the Subject are below.

**Table 4.7 Interlanguage Matrix**

Students' Number	Initial's Students	Interlanguage Characteristics						
		Ss	Pm	Fz				
				F1	F2	F3	F4	F5
1	AB	√	√	√	√	√		√
2	AN				√	√	√	√
3	AF		√	√		√	√	√
9	BR	√			√	√		√
14	DG	√	√	√	√	√		√
15	HD				√	√	√	√
16	IS	√	√	√		√		√
17	KK	√	√	√	√	√	√	√
19	LN			√		√		√
20	MI		√	√	√	√		√
21	MA	√	√	√	√	√		√
27	RD	√		√	√	√		√
29	SR	√	√	√	√	√		√
32	US	√		√	√	√		√
33	UV	√		√	√	√		√
35	WC	√	√	√	√	√		√

Note:

- Ss : Systematicity
- Pm : Permeability
- Fz : Fossilization
- F1 : Language Transfer
- F2 : Transfer of Training
- F3 : Strategies of Second Language Learning
- F4 : Strategies of Second Language Communication
- F5 : Overgeneralization of the Target Language Linguistics Material

## 4.9 Analysis on Interview Data

There were sixteen Subjects of the interview that had been selected. As mentioned in the research objectives, the interlanguage processes is revealed from the interview. The data gained in the interview processes were analyzed first used interlanguage matrix like shown in the table 4.7. Besides, the analysis done was not based on each error that was made by the Subject but the errors as a whole. In the interview transcript, the writer, as the researcher used 'R' initial. There are three interlanguage process characteristics, named systematicity, permeability, and fossilization that are divided into five processes; language transfer, transfer of training, strategic of second language learning, strategic of second language communication, and overgeneralization (Selinker, 1972). Below are the analyses of interview data that has been done based on seven categorizes of interlanguage processes mentioned above.

### 4.9.1 *Systematicity*

Systematicity is the grammar of the learners that comes from coherent rules which learners construct and select in predictable ways (Selinker, 1972). Some Subjects made errors that were relevant to this interlanguage process which hint in their explanations during interview. One of the subjects was Subject UV.

#### 1) Analysis on Subject UV

Subject US made an error in using sign of plurality that was letter 's'. Below was the transcript of a little part of interview on Subject UV.

- R : Okay .. Next, I want to ask this.. 'my friend's' .. why is there apostrophe sign ..?  
 S : It is because 'teman-temannya' is a lot..

R : Oo .. OK.. If you want to say so, it doesn't need apostrophe, but you can directly write 's' ... Then, it also still used present tense yes .. What 'can' in past tense ..?

From the interview, it showed that Subject UV added a letter 's' because she wanted to show that her friend was more than one. However, she used an 'apostrophe' before letter 's' which caused the meaning of that word cannot be understood. Subject UV knew about the rule of plurality, but she did not know how the correct rule in using it, and she just made her own rule. Other Subject who also made error and reasoned that could be categorized in this systematicity process was Subject BR.

## 2) Analysis on Subject BR

Subject BR wrote a sentence 'it's joyful', but she did not know what 's' was. Below was the transcript of a little part in interview process with Subject BR.

R : yes, very good ... How about this one ..? 'It's joyful time'  
 S : 'liburan yang menyenangkan' ...  
 R : You wrote 'it's', Why did you write like that?  
 S : I often see the word like that in story ..  
 R : Do you know what it is ..?  
 S : no, I don't ...

She knew about that word from the story that she often read. Then, she thought that it was correct and used it for her sentence. In fact, the structure was correct, but because it was a recount text, so it should be changed in a past form. The same thing also happened to Subject SR.

### 3) Analysis on Subject SR

Subject SR knew the rule of 'I'm' from a text that she used as a sample when she wrote her recount text. Then, she made an error in using this rule. Below was the transcript of interview on Subject SR.

- R : Oo ..OK .. Then, do you know why you wrote like this one 'I'm and my father'..?
- S : Mmm.. Because in Indonesia is 'aku dan ayah' so, I write 'I'm'.....
- R : OK.. So, it means that what you know is that the English of 'aku' is 'I'm'...?
- S : yes, Mam ..Because I read an example and it uses 'I'm'.

Subject SR constructed her own rule that was whenever she said 'aku', she would write 'I'm' in English. It was shown in her writing and implicitly, the writer concluded that it caused by a text that she reads without learning it correctly.

#### 4.9.2 *Permeability*

Permeability is a process of constructing a rule that comes from the rules that constitute the learners' knowledge that is open to evolution (Selinker, 1972). Some Subjects made errors and reasoned relevant to this process. Those Subjects were;

#### 1) Analysis on Subject KK

Subject KK might know that if she wanted to say 'keluar kota' in English it should be 'out of city', but she made an error of this. Below was the transcript of interview of Subject KK.

- R : What is it?  
 S : 'Kota' ... 'city'  
 R : OK.. What about this one... The word 'id'... Is it 'id' or 'in'..?  
 S : 'I d'  
 R : What does it mean?  
 S : I do not know, Mam ..  
 R : You do not know it? Where did you find it?  
 S : I look at dictionary ..

Subject KK wrote a phrase 'out id city' and when she was asked what the word 'id' was, she cannot answer it. She just had knowledge about the rule, but she cannot make it perfect. Besides Subject KK, there was Subject MI who also made a sentence indicated permeability.

## 2) Analysis on Subject MI

Subject MI actually knew about verb and noun. He also made a good structure in his writing. Below was the transcript of interview with Subject MI.

- R : OK... What about this, what do you want to say?  
 S : Mmmm ... .. 'sehabis renang saya berganti baju' ..  
 R : do you mean this 'our swim clothing'?  
 S : yes ..  
 R : which means 'baju' ..?  
 S : Mmmm ... .. clothing ...  
 R : Why did you use -ing?  
 S : Mmm.. because it is a verb...

Subject MI made wrong order of his sentence. He might know about the structure of noun phrase and also gerund. However, he chose the wrong word to be changed into a verb-ing.

## 3) Analysis on Subject AB

Subject AB had knowledge of regular and irregular verbs, he also knew about 'to be' but he was wrong in using it. It was shown in the interview process like in the transcript of the interview below.

- R : How about this one? What are you going to say "I was broke in the beach" ....
- S : 'Saya beristirahat di pantai' ...
- R : ooo ... Where did you get the term 'was broke'?
- S : from the dictionary ..
- R : What does the dictionary write ..? break?
- S : verb break and become broke ..
- R : So, you wrote it 'I was broke' ..? why did you use 'was' ..?
- S : Mmm... because it is 'to be' and it is used for connecting word.

Based on the transcript above, it was known that Subject AB already knew about verbs like irregular and regular, and also about 'to be' and its rule. However, he had not understood yet how to make it and the correct rules. He just followed what he already knew.

### **4.9.3 Fossilization**

#### *4.9.3.1 Language Transfer*

Language transfer happens when the learners use their native language knowledge to learn target language (Selinker, 1972). Most of the Subjects of interview stated that they used Indonesian structure to make English sentence. Below were some transcripts of interview on some Subjects which represented this interlanguage process.

#### 1) Analysis on Subject AF

Below was the transcript of interview on Subject AF;

- R : Good. Continue with this sentence 'home grandmother' ..? What does it mean?

- S : 'ke rumah' .... Um ....
- R : 'ke rumah' ..?
- S : 'ke rumah nenek'...
- R : OK, 'ke rumah nenek' .. What do you think about this, is it right or wrong? (pointed on the sentence)
- S : (Silent) ....
- R : If you write like this one, it is in Indonesian's structure. Do you know that the English and Indonesian sentence structure is different?
- S : No, I do not know ...
- R : OK, if you want to say 'rumah nenek' in English you have to put the word 'rumah' in English in the end of the sentence, so it will be....
- S : grandmother's home.

Subject AF used Indonesian structure to say a noun phrase 'grandmother's home', and he wrote 'home grandmother'. Based on the transcript, it was known that he did not know that Indonesian and English language had different structure related to constructing noun phrase. Then, he wrote it based on Indonesian structure that he knew.

## 2) Analysis on Subject DG

Subject AF was not the only students who did a transfer language, but most of the subjects of interview did that. They reasoned like Subject AF, and one of them was Subject DG which was shown in the transcript of interview below;

- R : OK,, what else?.. Look at this, you wrote it back and forth, is it hard to make it?
- S : yes .. yes ...
- R : Did you copy the Indonesian structure to write this?
- S : yes, Mam.. I wrote it according to Indonesian ..

Subject DG clearly reasoned that the error he made because he used Indonesian structure when he wrote the text.

### 3) Analysis on Subject SR

Other Subject who stated the same thing with two subjects before was Subject SR, she said like the transcript below;

R : Then, besides the difficulties in constructing the words and also the meaning or the translation, what else that you find it difficult in writing this text?

S : Mmm... Constructing and composing and arranging, Mam..

R : Does it mean that you arrange the English sentence is like Indonesian one?

S : Yes, Like that Mam...

R : But, do you know that Indonesian and English have different sentence structure, don't you?

S : I do not know Mam ..

Subject SR also used Indonesian structure to compose an English word or sentence for some parts in her writing, and she did not know that there was difference between structure of Indonesian and English language.

#### 4.9.3.2 *Transfer of Training*

Transfer of training is a situation when the learners make errors from the specific features of the training process used to teach English (Selinker, 1072). A half of the subject of interview stated the same thing relevant to this interlanguage process, and below were some representations.

#### 1) Analysis on Subject AN

Subject AN stated that the teacher often trained to write English sentence as a text but partly.

R : OK.. Then, when you are in the class.. How your teacher teaches you?

- S : the teacher usually starts the learning process using English... Sometimes I know a little bit, . Then, she gives task or example and the come forward...
- R : Does she often give the task to make sentences?
- S : Yes, but it is a simple one...
- R : Just one sentence?
- S : one sentence and the she tells to make it into a positive, negative, and question ...

Even though the teacher already trained the students to write, but it was rarely done. Besides, the training that was done was only partial that was writing one sentence to be changed into three form, positive, negative, and question. This was a good first step, but it would be better if the students were often trained to write a text as whole. Other subject who also stated the same thing was Subject BR.

## 2) Analysis on Subject BR

Subject BR stated that the teacher often trained them to write, but it was writing material not an exercise to write a story or a text. Below was the transcript of interview with Subject BR.

- R : OK.. How about if you are in the class, how the teacher teaches in the class?
- S : It's like that Mam..hehe
- R : like how ..? Is it often do writing.. Or what
- S : It's often do writing..
- R : Are you also often practice writing like this text ..?
- S : No, Mam.. Writing the material and the the teacher sees it ..
- R : So you write material ..?
- S : Yes, writing material ..

Writing material and writing a story was different activity. In writing material, the students usually just wrote and what they write does

not come from their mind. It was different with writing a text or a story that is based on the students thinking. Writing material was good to exercise the writing skill like introducing the English sentence, but it would be better if the students also were asked to use their own imagination and did an experiment to make their own sentences. The same thing was also stated by Subject HD.

### 3) Analysis on Subject HD

Subject HD said something that was rather same with Subject BR like below,

R : how about the methods that teachers used when teaching English in the class?

S : it's good, easy to be understood, but probably because of the friends sometimes are too noise, so it makes me to join it...

R : Does it often practice writing during the class?

S : sometimes but not often ..

R : Is it often to write the material or exercises?

S : material

Subject HD stated that their teacher often asked them to write, but it was a writing material activity and not writing a text or writing activity that could make the students explored more their writing skill.

#### *4.9.3.3 Strategies of Second Language Learning*

The error that is a result from a specific approach to the material to be learned belongs to this interlanguage process (Selinker, 1972). Some subject made statements relating to this process and also reasoned like Subject AF.

### 1) Analysis on Subject AF

Subject AF stated something related to his way of learning English like in the transcript of interview below.

- R : OK, no problem... What about the word 'wol' here? What do you mean by writing this one?
- S : 'jalan-jalan' ... I asked to someone, 'what is 'jalan-jalan' in English?' and she said 'go wol'...
- R : Oo ... So, what you mean is 'go walking'? Have you really already asked for this word?
- S : Yes, I have already asked for this yesterday
- R : Well... It means that you want to say 'jalan-jalan'? Why you didn't open your dictionary?
- S : (smiling) I prefer asking to someone because it will be clearer and faster..
- R : Hehe.. OK, Let me know to whom you ask this word?
- S : I asked to you, Mam...
- R : At me..? OK, I remember you asked about this, however, I just told you 'go walking' and did not show you the writing, right?
- S : Yes, Mam... .

Subject AF had his own strategy of learning that was asking to someone. Even though asking was a right way, but it would be like AF who directly belief of what other said while he did not know which one was correct or wrong, it would be dangerous for students if they just felt comfortable to ask and never thought by their own. Other subject who made her own strategy to learn English was Subject LN.

## 2) Analysis on Subject LN

Subject LN had the different strategy to learn English with Subject AF that was shown in the transcript of interview below.

- R : OK... Then, what do you usually do when learning English?
- S : understanding ..

R : understanding the words ..? How do you do that?  
 S : Mmmm ...  
 R : Do you open dictionary ..?  
 S : yes, Mam ..  
 Q : Are you often do writing exercises?  
 S : Nope, Mam..  
 Q : How about reading ?  
 S : Yes, sometimes ...

Subject LN made a good strategy in learning English that is 'understanding' first. It also supported by her activity that was opening the dictionary. However, it became a weak strategy if she never did writing exercises. Other subject who had same strategy of learning second language with strategy Subject LN used was Subject IS.

### 3) Analysis on Subject IS

Subject IS said that he usually learned English by opening a dictionary like in the transcript below.

R : Ooo... Then, how do you study English at home?  
 S : I rarely study it...  
 R : Oo .. May be you study English when there is a homework?  
 S : Yes, like that...  
 R : OK.. What do you usually do if you are doing your homework? Open the dictionary or how?  
 S : yes .. open the dictionary ..

Meanwhile, he learned English only at school and when he had homework. Opening a dictionary was a good strategy to learn language, however, if it did not support with practice it was also a weak strategy. Because learning language is a skill, so it will be better if we know the knowledge of the language itself and practice it often.

#### 4.9.3.4 *Strategies of Second Language Communication*

It is an error that is a result from specific ways students learn to communicate with native speakers of English (Selinker, 1972). The interview that had been done could not find out the error of the subjects which referred to this interlanguage process.

#### 4.9.3.5 *Overgeneralization of the Target Language Linguistics Materials*

It is the product of overgeneralization of the rules and semantic features of English (Selinker, 1972). One of subject who did it was Subject DR.

##### 1) Analysis on Subject DR

Subject DR made overgeneralization of all verbs that she used in her writing by using it in a present form. She reasoned like in the transcript below.

R : OK.. Rahmalia... When you write this text, why did you write like this one... The words that I gave a sign are the part that you are still make errors.. Like the word 'clean', 'cook', and others... Why do you write like that? Whether it because that one that you know, or you just write it or there are any other reasons?

S : Mmm... Yaa... What I know is like that... And I still confuse and feel difficult to construct or compose a sentence...

R : Oo .. So, you find it difficult and feel so hard to construct sentence in English.. But, actually do you know what it should be?

S : No, I don't Mam... What I know is like that...

Subject DR did overgeneralization in recount text that she used verbs present in her whole sentence while it should be in past verbs. Other subject who also made overgeneralization was subject MA.

## 2) Analysis on Subject MA

Subject MA knew from dictionary that the verb of 'bermain' in English is 'to play', so he wrote all of his word in a form of infinitive. He used 'to' for all of his word, and he reasoned like in the transcript below.

- R : Why it should be 'to'? Did you cheat for anyone?  
 S : I got it from dictionary ... the writing is 'play: to play' ..  
 R : Ooo ... So, you wrote it exactly same with in the dictionary, didn't you ..?  
 S : yes, Mam ..  
 R : OK... whereas if you want to write 'bermain' in English, you do not need to write the 'to' with you .. indeed there is 'to' in the dictionary, but if you use it in the phrase, the 'to' shouldn't be written, OK?  
 S : OK, Mam ..  
 R : Does it mean that you wrote 'to swim, to play, to ..' it is accordance with the dictionary?  
 S : yes, Mam ..

Subject MA used their knowledge that a verb in the dictionary was using 'to', and then he applied it for all of his verbs in his recount text. In addition, the subject who did overgeneralization was not only Subject RD and MA. There was Subject AB who also made overgeneralization.

## 3) Analysis on interview data of Subject AB

Below was the transcript of interview on Subject AB when he was asked about his writing 'my swam'.

- R : OK... This one, what do you want to say actually ..? 'I enjoyed my swam on that day' ..  
 S : 'Aku menikmati renangku pada hari itu'  
 R : OK.. You say about irregular and regular verb before, how about that? .  
 S : Mm... It because the verb two of 'swim' is 'swam' an irregular verb ..

- R : Good.. So, you chose 'swam' right? But, it is 'kata benda'... Have already learn about this... 'kata benda' in English?
- S : eeee ... .. noun?
- R : That's right ... .. Well, 'berenang' if it is a verb it will be 'swim' or 'swam' in past tense ... Then, if it is noun, it will be 'swimming', you add '-ing'... OK?
- S : Oo..OK ...

Based on the transcript of interview above, Subject AB knew that recount text used a past tense. So, he used past tense form for all of his verbs. The word 'swam' was correct, but when it was initialed by a possession 'my' it should not in a past form, but in a gerund form.

All of the Subjects actually made same kinds of errors and they reasoned rather same. The writer chose the three subjects of each categorize to represent of other subjects in which those had similar answers. Those three subject's of interview transcript that the writer used were the part that provided more information than others. This interlanguage happened to the students in learning English because there was particular part that the students feel hard. That difficulties caused interlanguage happened.

#### **4.10 Discussions**

Recount text is one kind of text which is formally learnt by students from Junior High School until Senior High School. This kind of text becomes important because its function is relative close with students life. The purpose of recount text is to tell past experience (Hugos, 1994: 24) states, and that activity always happens consciously or not in people life includes a student. In order to be able to

communicate with this kind of text, the students need to know the grammar applied in it. Grammar is one of important element in language in order to the language is understandable so it can be used to communicate. Simpson (2011: 558) describes that grammar is a device of language in which it solves the problem of language such as ordering, changing words form, that is always needed in communication.

The grammar that is applied in recount text, it is known as grammatical features are stated by New South Wales-Board of Studies (1994); *using specific participant, using material processes verb, using past tense, using circumstance of time and place, and using temporal of sequence*. Those features should be learnt and mastery by the students, so that they can use recount text perfectly. A text is perfect if the readers can understand what the writer's point. Ramelan (1992: 42) says that writing is a representative. It represents a meaning of the writer, and a communication success happens if the meaning can be delivered. How a meaning can be delivered, it is through grammar.

However, every language in the world has its own grammar. This makes a difference comes up, and when there is a difference somehow there will be a difficulty. It is like Indonesian and English language. The differences grammar of Indonesian and English language makes the students often find difficult in learning recount text. Moreover, because of this difference the students sometimes construct their own grammar to build a meaning that they want to deliver in their recount texts. This grammar deviates from the grammatical features of recount text of the target language that is learnt, and teachers often call it as an error. It is

different with Selinker (1972), he calls this grammar as Interlanguage. By knowing the error that students made, the teacher can know what part of grammar that the students feel difficult in learning recount text. Moreover, by this error, a teacher also can know the interlanguage process that happens to the students that is important to find out the ways of students' thinking or learning about recount text and solve their problem of the difficult that they found in learning recount text.

Based on the analysis of writing recount text task and interview that was described above, so the writer did a triangulation for the data to get the data valid, so it was gained the findings of kinds of errors and interlanguage process happened in it.

#### ***4.10.1 Kinds of Grammatical Errors Made by the Students***

Below was the discussion of the grammatical errors that the students made in their recount text which had been analyzed.

- 1) The first kind of errors identified was *Omission Error* that was an error of an item losing which should be there. From the students' recount texts there were some omission errors which the students made relating to the grammatical features of recount text.
  - a) Most of the students omitted of word in *using specific participant* like 'My' for the word '*family*' in the sentence '*I and My family*', '*I and My friends*', and '*I and My sister*'. The word 'My' was one of the words that indicated the grammatical feature of specific

participant. There were also students who omitted the specific participant in their sentences. Moreover, some of the subjects of interview omitted word 'I' like in the sentence '*in holiday, go to Wonosobo*'.

- b) Other kinds of omission errors of the second grammatical features of recount text that is *using material processes* was that some of the students omitted the verb function like in the sentence '*Yesterday, I to Jakarta*'. Other omission error that the students made was that they omitted an element in the verb like in the sentence '*gathered*', they omitted letter 'e' of that sentence.
- c) There also were students who made omission errors in the grammatical features of *using past tense*. Most of the students omitted 'to be' in their sentence like in the sentence '*I very happy with that prize*'. There were also students who omitted past form characteristic that is '-ed' like in the sentence '*we exercise at gym*'.
- d) There were also students who made omission errors in terms of grammatical features *using circumstance of time and place*. There were some students who omitted 'preposition' like in the sentence '*we walk garden*'. Besides, there were some students who omitted plurality sign that was letter 's' like in the sentence '*...for two day*'.
- e) The last of grammatical features of recount text is *using temporal of sequence*' and some students also made omission error in it.

There were students who omitted the morpheme of a word like in the sentence '*aft changing clothe...*' and in the sentence '*nex in the two day*'.

- 2) The second kind of errors was *Addition Error* that is an error of an item existing which should not be there, an addition of the same characteristics element in an utterance, error formation in using regular or irregular verb, an error of adding some element which is not necessary and structurally is wrong. From the students' recount texts there were some addition errors that the students made relating to the grammatical features of recount text.
  - a) Most of the students added 'to be' in their sentence in which it was not needed and structurally wrong. For example, the students wrote '*I'm and father go to Pagentan*' and in the sentence '*I'm and friends*'.
  - b) Other kind of addition error of the second grammatical features of recount text made by the students was that some of the students added word 'to' for their verb. For example in the sentence '*because we can to..*', '*there I to invite*', and '*...to swim in to a stream*'.
  - c) There were students who made addition errors in the grammatical features of *using past tense*. Some students used double verb for one word in the two forms, present and past tense like in the sentence '*we went go home*'.

- d) There are also students who make addition error in terms of grammatical features *using circumstance of time and place*. Most of students use double letter 'l' for the word '*holiday*', they write '*last holliday*', '*in holliday*'. Besides, there are some students who adds plurality sign the letter 's' which is actually not necessary like in the sentence '*one years*'.
  - e) The last of grammatical features of recount text is *using temporal of sequence*' and some students made addition errors in it. There were students who added a word for phrases that indicating temporal of sequence like in the sentence '*then after* ', '*to arrive there*' and *x 'after for*'.
- 3) The third kind of errors is *Misinformation Error* that is an error of using some morpheme or structure form, an errors of sing adjectives demonstrative, such as this, that, those, and these, and an error of using past irregular form. From students' recount texts there were identified some misinformation errors relating to the grammatical features of recount text.
- a) There were students who used 'apostrophe' before letter 's' for signing the plurality like in the sentence '*I and my friend's*'. Then there was also student who used verb 'I' that referred to 'my' in the sentence '*I and I friends*'.

- b) Other kind of omission of the second grammatical features of recount text was that some of the students used verb-ing. For example in the sentence '*we sharing each other*', '*I shopping*'..
  - c) There were students who made misinformation error in the grammatical features of *using past tense*. Most of the students still used present tense in their recount text like in the sentence '*we are very excited*', '*we go to...*', '*we take*'... *etc*'.
  - d) There were also students who made misinformation error in terms of grammatical features *using circumstance of time and place*. There was student who wrote '*the second day*' with '*the two day*'. Besides, there were some students who wrote '*three day*' with '*tri day's*'.
  - e) The last of grammatical features of recount text is *using temporal of sequence*' and some students also make misinformation error in it. There were students who used inappropriate word that referred to this grammatical feature like in the sentence '*pass I shopping and lunc*'. Also, there were students who used wrong word for the word 'along', she wrote '*slong*'.
- 4) The third kind of errors was *Misordering Error* that is an error in structuring a good utterance by appointing a false morpheme or group morpheme. From the students' recount texts there were some misordering errors that the students made relating to the grammatical features of recount text.

- a) There were students who wrote misarranging sentence which caused the sentence hardly to be understood, for example '*but fruit the we to seek no there*'.
- b) Other kind of misordering errors of the second grammatical features of recount text was that some student could not construct a sentence in a good order and they could not put the verb in a right position.
- c) There were students who made misordering error in the grammatical features of *using past tense*. There was a student who wrote '*didn't come late*, with '*did'nt*'. He used that structure in all of the word '*didn't*'.
- d) There were also students who made misordering errors in terms of grammatical features *using circumstance of time and place*. Lots of students wrote '*Grandmother's home*' with '*home grandmohter*'. Not only for that word, there were lot of students who still made error in arranging the noun phrase which had structure like in the sentence '*field football*', '*graden fruit*'.. *etc.*
- e) The last of grammatical features of recount text is *using temporal of sequence*' and some students also made misordering error in it. There were students who used inappropriate structure of temporal of sequence like '*feeling late already afternoon*'.

#### ***4.10.2 Interlanguage Process Happened***

Based on the interview, it found out some interlanguage processes happened behind the grammatical errors that the students made. From the students' responses, it was known that most of interlanguage process happened to the students during writing recount text. Below was the discussion of each interlanguage process that happened to the students when they wrote their recount texts.

- 1) *Systematicity* happened to the students when they constructed a rule of English based on the rule that they already knew. The example of this process like in the sentence *it's joyful and I'm and my father*. The students said that they read such sentence in a text, and they thought that the rule 'it's' was correct and could be used wherever in their sentences.
- 2) *Permeability* process happened to the student when they made a sentence like *I was broke*. The students already knew about the rule of verb and to be, but they had not known the rule of using it, so they used their feelings and did experiment for this rule in writing their sentence.
- 3) *Language Transfer* process happened to the students in which most of students made errors because they felt difficult in constructing an English sentence. They often felt difficult and confused in ordering the sentence. Moreover, when they did not know the correct structure of English sentence, they used Indonesian structure sentence. For example in the sentence *home grandmother*, it was in Indonesian structure. That sentence when it was written in English became *grandmother's home*.

- 4) *Transfer of Training* also happened to the students when they constructed the recount text. It was because the learning activity in the class rarely gave the students opportunity to develop their skill writing, it made the students felt difficult and unfamiliar with English sentence, them made them often felt confuse. The training of writing done was only writing material activity and it was not writing a sentence activity that was based on the students' interest.
- 5) *Strategy of Learning Second Language* that was the errors also came from and because of the strategy of the learning that was used by the students. Most of the students preferred to ask to someone than they thought by themselves. Moreover, the one that they asked was their friends that had possibility had same knowledge with them.
- 6) *Overgeneralization* process happened mostly when the students made errors in using verb form. Some of the subjects said that they did not know the correct tense for recount text, so they used present form. Some of other subjects said that they did not know the past form of the sentence that they used, so they used present tense which they got from dictionary. Other example of error that referred to overgeneralization was the using of past form for all of the verb in the students text while it should be some verbs that had to be changed into gerund like in the sentence *my swam was...*

From the discussion above, it was known that the kinds of errors that the students often made were omitting some elements, adding, using wrong form or misinformation, and misordering the sentence structure. It was like Corder said

that errors are typically produced by people who do not yet fully command some institutionalized language systems. It happened to the students who did not yet fully understand about recount text and English sentence rule.

Moreover, from the errors we knew that the interlanguage process actually happened in it like systematicity, permeability, language transfer transfer of training, second language learning strategy, and overgeneralization as Selinker explained. Those interlanguage processes happened to the students when they faced some tasks relating to the English material and elements and they tried to solve that problem like;

1) Task of grammar

Most of the students felt difficult in grammar because the rule of grammar in Indonesian and English is quite different like the rules of 'to be', gerund, and tenses including past and present tense. In Indonesia, there is no such kind of those rules. The errors that the subjects often made such as using 'to be' in the sentences that actually did not need that, and they also often forgot to change the tenses that should be used. It was because they had not been familiar with English rule.

Those differences made students often used Indonesian grammar when they wrote English sentence especially when they found difficulties in deciding the grammar that should be used. Even though they already knew about the differences and English grammar, when they rarely exercised writing English sentence they would often forget about English rule. Moreover, when they used inappropriate learning strategy, they would still found difficult in writing English

text like they learned English by reading only and never practice writing. Furthermore, if such kind of situations happened continuously, the subjects would find ways to solve those difficulties like construct their own rule by mixing the Indonesian grammar and English grammar that they already knew. Even they used Indonesian grammar in all of their sentences because what they knew and remembered was all about Indonesian. Then, the interlanguage process happened to the students when such kind of situation above happened.

## 2) Task of vocabulary

Different language must have different vocabularies. This rule is applied for Indonesian and English languages. Most of the subjects felt difficult in finding the words that they wanted to use in their text while they did not know those words in English.

When they faced such kind of situations, some of the subjects preferred to open the dictionary and some others liked asking to somebody like friends and teacher. Those strategies were not wrong as long as when the subjects knew how to use the dictionary and also they knew the rule of asking. It became inappropriate strategy because the subjects used the dictionary without knowledge of how to use dictionary. They wrote what was in the dictionary directly without thinking the correct one. For example, some subjects used a dictionary to find a word 'bermain', and in the dictionary it was written 'to play'. Because of this, those subjects directly wrote 'to play' in their texts and added word 'to' for all of the verbs in their texts like 'to swim'.

Furthermore, asking to somebody also was not wrong as long as the subjects knew the rule. A case happened to the one of the subjects that preferred to ask to somebody when they did not know the English words. For example, one of subject wanted to say 'jalan-jalan', then, he asked to the teacher. The teacher said 'go walk' in which she pronounced /gəʊ wɔ:k/, then without opening the dictionary he directly wrote what they already heard. Actually what he wrote was not 'go walk' but 'go wol'. This phenomenon happened when the subjects chose inappropriate learning strategy which became their habits, or when the subjects used a little thing about English and they thought that it was a correct thing and then they applied it in their texts. This situation showed us unconsciously that interlanguage was happening.

Other thing that happened relating to the difficulties in finding English words came to the condition of higher level confusion of the subjects that was the students used Indonesian word in their texts. This happened to one of the subject that used the Indonesian word 'setelah itu' in her text, it was because she did not know how to say it in English. The lack of knowledge relating to the English vocabularies which caused by lacking of reading habits made students came back to use Indonesian words even when they had to produce English sentences. It was also how the interlanguage happened to the students.

### 3) Task of constructing sentences

Constructing sentences became the most difficult part that the students faced during the writing process. Most of the students made misordering sentences in their recount texts. Those errors more and less were because of the differences

between Indonesian and English structure especially in ordering its phrases and also an adjective used. For example, most of the students wrote 'home grandmother' instead of 'grandmother's home'. Not only that, there were students who wrote 'filed football', 'garden fruit', and other phrases that had same constructions.

Based on the interview, the subjects who made that kind of errors did not know how to construct that phrases in English. Because of that, they wrote it based on the Indonesian structure, the structure that they already knew and were familiar with. Besides, there were the subjects who actually already knew about the rule; however, when they made the text they forgot about it because they felt nervous. Furthermore, there were the subjects who made sentences exactly same with Indonesian structure that made the sentences was wrong. Those subjects reasoned that they used Indonesian structure because they felt confuse about the English structure. When such kind of situation happened, the interlanguage process happened to the students. They found a way in which they could resolve their problem in order to finish their texts. Those ways they got from the knowledge that they already knew and made experiment with it.

By knowing errors that the students often made and the interlanguage process happened, the teacher are expected to understand the students development and the part that the students do not understand completely and also can see the errors itself not as something that wrong but it is natural, it was developmental stage to gain language competence.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

Based on the result and discussion related to the grammatical errors which the students of X7 MAN 2 Banjarnegara made, it concluded that there were some conclusions:

- 1) The kinds of errors made by the students in writing recount text were:
  - a) Omission in all of the grammatical features aspects of recount text include:
    - (1) The omission of specific participant, the word that indicated the specific participant, and also the sign of plurality in the Subject of specific participant.
    - (2) The omission of verb that indicated material processes, the element of material processes like a morpheme, and the word that should complete a verb.
    - (3) The omission of past verb, the morpheme of past tense –ed, ‘to be’ in past form, and the word that completed the past tense.
    - (4) The omission of preposition in stating time and place, the article, and the sign of plurality.
    - (5) The omission of temporal sequence words, the word that completed the temporal sequence word, and the letter of the word.
  - b) Addition in all of the grammatical features aspects of recount text include:

- (1) The addition of 'to be' on the specific participant and the adverb after Subject.
  - (2) The addition of word 'to' in the verb of material processes and the word that had meaning with the material processes used.
  - (3) The addition of word 'to' after past verb which was not necessary, the word that had same meaning but different form.
  - (4) The addition of plurality, the double preposition, and double morpheme in stating time and place.
  - (5) The addition of a word in the phrase of temporal of sequence, the preposition 'to', and unimportant morpheme.
- c) Misinformation of all of the grammatical features aspects of recount text include:
- (1) Misinformation of using apostrophe in writing specific participant.
  - (2) Misinformation of using verb-ing of material processes form.
  - (3) Misinformation of using present verb form.
  - (4) Misinformation of using letter 's' as plurality sign and the writing of number as a rank number.
  - (5) Misinformation of using temporal sequence word.
- d) Misordering of all of the grammatical features aspects of recount text include:
- (1) Misordering in putting the article of specific participant.
  - (2) Misordering in constructing the verb of material processes.
  - (3) Misordering in constructing the past tense word.

(4) Misordering in arranging the prepositions.

(5) Misordering in arranging the word indicates temporal of sequence.

2) The interlanguage process happened to the student during writing recount text were:

a) Systematicity

The students constructed a sentence and grammar based on coherent rules which students constructed and selected in predictable ways such as taking a rule from the example that they saw.

b) Permeability

The students constructed a sentence and rule from the rules that they knew and worked with their feeling to combine it.

c) Language of transfer

The students often used Indonesian language structure sentence to construct their English sentence.

d) Transfer of training

The students constructed the sentence based on what they already did before.

e) Strategy of Second Language Learning

The students laid on the dictionary and asking to the friends while they constructing a sentence.

f) Overgeneralization

The students used the tense and verb form that they already knew without knowing the context of the sentence.

## 5.2 Suggestions

Based on the conclusions of the result of the study, the writer recommended some suggestions to solve the errors made by the students and the interlanguage process happened to the students, among others were:

- 1) For the teachers
  - a) The errors are not a failure that the students might not do that, so the teacher should analyze the error made by the students to know what the students need.
  - b) The interlanguage actually happens to the students, so the teacher should be accustomed with this and use it as a principle in teaching English to know the conditions of the students.
  - c) The teachers should use a teaching method that develops the writing skill. Not only the fluency of writing, but also the accuracy of writing.
  - d) The teachers should give the students' time to really use their own thinking, so they can develop their creativity in writing.
- 2) For the students
  - a) The students are hoped can really understand about the difference between Indonesian and English language.
  - b) The students should find their strategies in learning English that can develop the four skills of English.
  - c) The students should practice writing more.

- d) The students should learn English from many sources not only from the dictionary.
- e) The students should understand the grammatical features of recount text.

3) For the school

The school should provide the facility that supports the English learning process especially in developing the students' English skill. So that it is hoped that the English learning process can be done as good as possible.

4) For future researchers

For future researchers especially those who work in language program who wants to resolve the problems of kinds of grammatical errors and interlanguage can use the result of this study as the background to decide the best method in learning English.

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# APPENDIXES

*Appendix 1- Writing Recount Text Task Sheet***WRITING TASK****MY RECOUNT TEXT**

Name :

No :

Choose one of the topics below by giving the circle shape on the number if the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First Time Meeting with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

*Appendix 2 – Error Categorizations Analysis Guide***ERROR CATEGORIZING**

Errors Made	Kinds of Errors			
	E1	E2	E3	E4
An item losing which should be there	√			
An item existing which should not be there		√		
An addition of the same characteristics element in an utterance		√		
Error formation in using regular or irregular verb		√		
An error of adding some element which is not necessary and structurally is wrong		√		
An error of using some morpheme or structure form			√	
An errors of sing adjectives demonstrative, such as this, that, those, and these			√	
An error of using past irregular form			√	
An error in structuring a good utterance by appointing a false morpheme or group morpheme				√

**Note:**

- E1 : Omission  
E2 : Addition  
E3 : Misinformation  
E4 : Misordering

*Appendix 3 – Interlanguage Analysis Guide***INTERLANGUAGE MATRIX**

Response	Ss	Pm	Fz				
			F1	F2	F3	F4	F5
The error made is based on coherent rules which students construct and select in predictable ways.	√						
The error made comes from the rules that constitute the students' knowledge is open to evolution.		√					
The error is result from transfer from the Indonesian language to English.			√				
The error made is result from the specific features of the training process used to teach English.				√			
The error made is result from a specific approach to the material to be learned.					√		
The error made is result from specific ways students learn to communicate with native speakers of English.						√	
The error made is the product of overgeneralization of the rules and semantic features of English.							√

Note:

- Ss : Systematicity
- Pm : Permeability
- Fz : Fossilization
- F1 : Language Transfer
- F2 : Transfer of Training
- F3 : Strategies of Second Language Learning
- F4 : Strategies of Second Language Communication
- F5 : Overgeneralization of the Target Language Linguistics Materials

*Appendix 4 – Interview Guide Sheet*

**INTERVIEW GUIDE**

**I. Purpose of interview**

The purpose of the interview is to define the interlanguage process happens behind the grammatical errors made by the students in writing Recount Text.

**II. Method of interview**

The method used in the interview is non structural method with some rules below:

1. The questions asked have same point even though the sentences used are different.
2. The questions asked are open ended questions it means that the response that is open-ended and not the questions.
3. The questions asked are based on the grammatical errors made by the students in writing Recount Text.
4. The questions asked use an appropriate language with the students.
5. When the students do not understand the questions asked, the researcher will repeat it and make it clearer.
6. The students asked are the students who made grammatical errors based on the writer findings.
7. The selection of the subject interview is used *purposive sampling*.
8. Open-ended questions allow the students to give their response in whatever form chosen.

### **III. Interview Process**

1. The interview is done face to face with the selected students.
2. The researcher gives questions to the students based on the interview guide after reading the Recount Text which has been identified its errors.
3. The researcher gives the students a time as much as possible to give answer for the questions asked.
4. The researcher clarifies the students' answers.
5. If it is necessary, the students may write the answer based on the oral answer they explained.

### **IV. Interview Questions Guide**

The questions asked are based on the errors made by the students.

The questions asked are as more less as below:

1. Why do you write like this one (pointing the errors)?
2. What are the difficulties you found when learning Recount Text?
3. Why do you find it difficult?

## Appendix 5 – Students' Recount Texts

## MY RECOUNT TEXT

Name : Abdurrahman

Student's Number : 1

School : MZB

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

I ~~went to~~  
 In holiday, I went to beach with my friends.  
 In there, I swam in little wave. I enjoyed my swam  
 on that day because I swam with my friends. after  
 swam I was ~~rest~~ <sup>wake</sup> in the beach. Then I saw ~~the~~ some  
 friend sank. I ~~to~~ ran to help him. finally, I ~~rent~~  
~~the some~~ bought a glass of tea. I ~~enjoy~~ enjoyed  
 this with ate some snack. finally, I took a shower  
 and I left the beach ~~go home~~ went go home.

**MY RECOUNT TEXT**

Name : Abdurrahman Naufal Daiki

Student's Number : 02

School : MAN 2 Banjarnegara

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

I went to gym, one years ago. I went to gym with my best friend. We exercise at gym until evening. After that we went to dormitory and prayed maghrib. At night we studied together. After studying we listening music and chatting until 10:00 PM and then we go to sleep. The next morning we woke up lately. We didn't eat breakfast. And then we went to school and ~~we~~ didn't come late to school.

### MY RECOUNT TEXT

Name : AHMAD FARID  
 Student's Number : 03  
 School : MAN 2 BANJARNEGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

#### My Holliday

My holiday I go to Jakarta together brother. I to Jakarta to home grandmother. there I go wol together with my brother. I go wol to market, pass, I shopping and lunch. After shopping and lunch, I and my brother play Playstation at boarding house. The next morning, I and my brother go wol to monas. I took a picture there, after we return home and we sleep.

**MY RECOUNT TEXT**

Name : Bella Dieta Safera  
Student's Number : 9  
School : MAN 2 Banjarnegara

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

Last holliday I and my fathe went to brother's house. We went there buy motorized. Arrived we to go in house. I and my father ~~st~~ sit and was made of a drink. We sit together and we chatted. After that, I and my father drink. After that we went home. I felt so tired, but it's a joyful holliday.

**MY RECOUNT TEXT**

Name : *Dyas Galang Rivald.*

Student's Number : *15*

School : *M 2 B*

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

## My Holiday .

Last week<sup>ago</sup> I and my friends go to the garden to take fruit. but fruit the we to seek no there. finally I and my friends go to field football. we to play with very happy. we exhaustion, and we go to stream. we to play and to swim in to stream this. not to feel day already late afternoon, Jan and we to return to house.

1. The End.

**MY RECOUNT TEXT**

Name : HENDRI DHIMAS Is Irawan  
 Student's Number : 15  
 School : MAN 2 Banjarnegara

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

Last holliday, I joined "Long Much", after that I and my friend gathered in ground, we begins long much From 07:00 till 14:00 a.m, it was werry far ~~is~~ is ~~about~~ about 13 km. when we arrived there we join some activity, the activities such as "outbond, "bola kolong and Benteng tateshi" etc. there I met new friends and we sharing each other, and than we came back home by bus, and

**MY RECOUNT TEXT**

Name : *IKBATH SANTOSA*

Student's Number : *17*

School : *MAL 2 BARAH*

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

## my holiday in mountain

last week <sup>ago</sup> I and my friends <sup>went</sup> to the mountain to <sup>go</sup> hiking. after that we build tent, and then we make fire. to roasted chicken.

after wait it, finally the chicken cook. and then I and my friends eat dinner together. after that we come in tent to sleep

I and my friends woke up 06:00 AM. to ~~was~~ watched sunrise. after that I went to home with my friend

### MY RECOUNT TEXT

Name : KHUSNU KHOTIMAH  
 Student's Number : 18  
 School : MAN 2 BANJARNEGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

My Holiday.

Last holiday I and my family go to out id city.  
 to holiday, we go with use car privasi. siong trip we  
 on another mutual skylark. aim eminent we is go to  
 lottom. to arrive we in lottom we playing.  
 after playing we to call to restaurants to eat  
 and rest a moment, after eat we lasting continuously  
 to turning in the city.

**MY RECOUNT TEXT**

Name : Linda Noerhaningeth

Student's Number : 20

School : MAN 2 Banyuwangi

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holiday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

Last Holiday we go to house grandmother. There I to invite grandmother to go walk the garden. There garden there are a colourful flowers. Besides there too are a atmosphere Cool. Until I feel cool and invite to go back house. After to come, I to for a tea up date to warm body. That was very pleasant moment with me that I ever got.

**MY RECOUNT TEXT**

Name : Muhammad Afif Wildani  
Student's Number : 21  
School : MA N 2 BANGALINGGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

## My Holiday

Last week, I and my friends go to the river. After  
to arrive in river, I and friends prepare fishing, after  
All fishing day break ready, to past I and friends,  
to past I and friends throw to size to river.  
After waited 10-15 minutes to size hit because fish.  
After fish in pul to land to past fish,  
in put to bottle.

**MY RECOUNT TEXT**

Name : MUHAMAD IRVAN RIVAL  
Student's Number : 21  
School : MAN 2 BANGKAPNEGARA.

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

I Yesterday to the Surya Park with Family.

I Swam ~~with~~ with Family, brother, sister, mother, Father.

We are very excited to swim together.

Then after our swim ~~dress~~ clothing.

After changing clothes we were looking for a meal.

And after eating we went Home.

Vacation time is really fun because it can be with Family.

**MY RECOUNT TEXT**

Name : RAHMALIA DEWI  
Student's Number : 27  
School : MAN 2 BANJARNEGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

### My Holiday.

Last Holiday I and family to wonosobo. go to grand mother home four two day. In the first day I calm Clean home grand mother and cooking food & Drink. nex in the two day I vrsited to waduk wadastintang setelah itu I back to home very happy. After in the home nex Tuesday. I vrsited to jemblung, learang kobar. during tri day's i'm volunteer to jemblung Karang kobar. I now experice there and I back home to very happy.

**MY RECOUNT TEXT**

Name : Safia Rizqi Wulandari

Student's Number : 30

School : MAN 2 BANJARNEGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

**My Holiday**

First holiday, I am and father go to pagentan to take order book. possibly there it take one our go there, the place Good enough, The scenery was Beautiful, and there cool, because rich in the high theritory. After to there we visit in the home the people how order book. after for we permit return home because weather while not Good.

### MY RECOUNT TEXT

Name : Ulfakun Vinda A  
 Student's Number : 33  
 School : MAN 2 BANJARNEGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

#### My Holiday

Last holiday I to go the river  
 to go fishing  
 to arrived there, I and my friend's very happy. because we can to ship air free  
 my friend fishing and he can a fish, he' very happy  
 but I don't know the fish name  
 after a long time we to go fishing  
 we to go home  
 Feeling tired last moment I see the beautiful river

**MY RECOUNT TEXT**

Name : Ulfi Safitri  
Student's Number : 32  
School : MAN 2 BANJARNEGARA

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

- ① My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 - 10 Sentences)

My Holiday

My holiday go to house my sister. House my sister was in Banten. There I enjoy my holiday. My sister to buy for a bag as prize my birthday. I very happy with that prize. Because I like that bag. That holiday very to make merry. Because I never to fathom shall that prize. There I to end my holiday.

**MY RECOUNT TEXT**

Name : *Wiliat Chelgah*

Student's Number : *30*

School : *MAN 2 B2030neqara*

Choose one of the topics below by giving the circle shape on the number of the topic you are chosen.

1. My Holliday
2. My Joyful Time
3. My Embarrassing Moment
4. My First Day as A Freshman
5. My First English Class with My New English Teacher

Write a simple Recount Text based on the topic you have chosen.

(7 – 10 Sentences)

~~Happy~~ holiday in Malang  
last holiday, i'm and friend's tour in Malang Java cats.  
in Malang i'm and friend's tour in garden fruit. i'm and friend's  
Very happy, because may eat apple content. After we going to garden  
flower in Selecta, in selecta i'm and friend's took some pictures  
~~and~~ and eat, and in the night i'm and friend's going to BNC.  
in bus we to playing mega mix. kussi Terbang and  
Home ghost.

*Appendix 6 – Transcript of Interview*

**Interview on Subject AF**

R : when you wrote this text, did you know all of the meaning of the words?

S : no, I didn't, I asked to someone ...

R : To whom you asked?

S : I asked to my friends.

R : Continue to this one, do you know the tense used in recount text? Is it present or past tense?

S : No, I don't know.

R : OK, so you don't know.... Then, pay attention on this part, the sentence 'moment holiday' what did you want to say actually?

S : 'di' .... What is it ... .. What I mean is 'liburan yang lalu'

R : Oo .. 'liburan yang lalu'. OK, then let's continue with this one (pointing to the word 'go'). This word is actually in present tense, right? While the recount text used past tense, so, my question is, do you know the past tense of 'go'?

S : 'pergi' ...

R : Of course the meaning is 'pergi', but, I mean the past tense form of word 'go'.. Because there are present and past tense, do you know that?

S : Yes, I do.

R : OK, so , if the word 'pergi' in English is 'go', and this is in present form, then we want to change this into past tense, what is the past tense form of 'go'..?

S : Mmmm 'go' (silent for a long time) ..... .. I have not known, Mam .. (smile)

R : Well, that's OK.. I tell you that the past tense of 'go' is 'went'.. If you spell it is w e n t, understand? Have you ever heard that word? OK, so, it means that yo did not know the past form of 'go', then you just write it without change it?

S : Yes, Mam...

- R : Oo ... OK.. Continue with this one, what do you want to say anyway? 'I go to Jakarta'
- S : 'Saya pergi ke jakarta'
- R : Good, and the past for become....
- S : 'I went to Jakarta'
- R : Good. Continue with this sentence 'home grandmother'..? What does it mean?
- S : 'ke rumah' .... Um ....
- R : 'ke rumah' ..?
- S : 'ke rumah nenek'...
- R : OK, 'ke rumah nenek' .. What do you think about this, is it right or wrong? (pointed on the sentence)
- S : (Silent) ....
- R : If you write like this one, it is in Indonesian's structure. Do you know that the English and Indonesian sentence structure is different?
- S : No, I do not know ...
- R : OK, if you want to say 'rumah nenek' in English you have to put the word 'rumah' in English in the end of the sentence, so it will be....i
- S : grandmother's home.
- R : Very good... Do you not know this rule?
- S : (smiling) I do not know, Mam...
- R : Really?
- S : Yes, Mam..
- R : Have you ever taught this kind of structure?
- S : No, I haven't.
- R : OK, no problem... What about the word 'wol' here? What do you mean by writing this one?
- S : 'jalan-jalan' ... I asked to someone, 'what is 'jalan-jalan' in English?' and she said 'go wol'...
- R : Oo ... So, what you mean is 'go walking'? Have you really already asked for this word? T

- S : Yes, I have already asked for this yesterday
- R : Well... It means that you want to say 'jalan-jalan'? Why you didn't open your dictionary?
- S : (smile) I prefer asking to someone because it will be clearer and faster..
- R : Hehe.. OK, Let me know to whom you ask this word?
- S : I asked to you, Mam...
- R : At me..? OK, I remember you asked about this, however, I just told you 'go walking' and did not show you the writing, right?
- S : Yes, Mam... .
- R : OK.. Next move to this word... 'shopping', you want to say 'berbelanja' don't you? But, this word is not past tense... So, what is the past tense form of 'shop'?
- S : No, I do not know, Mam...
- R : You do not know it? OK.. It is also supposed to be in past tense form, and it should be 'shoped'. Anyway, according to you what does it make learning English difficult?
- S : I think because I don't know the meaning.. For example, I want to write this one but I do not know the past tense, and also other words...
- R : What about the teacher, How does the teacher teach you?
- S : The teacher never teach me about that.. And I have not been able to do it and also I have not understood about it ..
- R : OK.. Beside you do not know the meaning, what else that make you feel difficult to learn English?
- S : Mmmm,, only the meaning and that thing ...
- R : OK.. The tense? Then, when you write a text like this one, you still make it not in order... Are you also find it difficult to construct the sentence correctly?
- S : Yes it is, I fell still confused .. And also I do not know ...
- R : It means that you wrote it in accordance with the Indonesian language structure, right?
- S : Hehe.. Yes...

- R : Well... What about the learning method that you usually do when learning English at home for example?
- S : Mmm.... I learn English when there is homework...
- R : What about if there is no homework?
- S : Never...
- R : OK... When there is a homework, how you do your homework?
- S : I usually open the dictionary ..
- R : How if it makes a sentence like this one?
- S : I usually text my friends ..
- R : Oo .. Text to your friends for cheating?
- S : No.. I just asking for some difficulties....
- R : OK.. How about the teaching method used by the teacher in the class? How the teacher teaches you?
- S : Mmm... Just like that..
- R : Can you follow the material during the class?
- S : No, I don't think so...
- R : Ooo... But you feel hard to understand?
- S : Yes... That is the problem .. I do not know why.. (laughing) .. I also often make noise in the class ...
- R : OK.... Then, what is your impression of learning English?
- S : I feel happy anyway...
- R : Happy .. But because you do not know the meaning so it becomes so hard ..?
- S : yes ... (laughing)
- R : So, the point is because you do not know the meaning of the word, then it becomes difficult for you?
- S : yes ...

### **Interview on Subject RD**

- R : OK.. Rosalia... When you write this text, why did you write like this one... The words that I gave a sign are the part that you are still make errors.. Like the word 'clean', 'cook', and others... Why do you write like

that? Whether it because that one that you know, or you just write it or there are any other reasons?

S : Mmm... Yaa... What I know is like that... And I still confuse and feel difficult to construct or compose a sentence...

R : Oo .. So, you find it difficult and feel so hard to construct sentence in English.. But, actually do you know what it should be?

S : No, I don't Mam... What I know is like that...

R : OK... I want to ask you a question... Do you know that recount text used past tense?

S : I do not know too..., because I already forgotten ..

R : OK...

S : Because this lesson is when I was on Junior High School.. And I should repeat it again ...

R : Okay .. It means that you forget .. Then, do you still remember one of the characteristic of past tense form?

S : Not at all...

R : OK.. Please pay attention... if the word 'clean' like that, it becomes 'cleaned' ... there is -ed in the end .. Do you remember now ...?

S : Ooo .. yes,, I remember ....

R : Good.. Let's continue to this one.. What do you want to say anyway..?

S : 'dua hari' .. 'selama dua hari' ...

R : If it is 'dua hari'... Whether there should be the word 's' in the word 'day' or not?

S : Yes...

R : Why didn't you give that ...?

S : I forgot,Mam...

R : OK.. Then, the word 'four two days', what is it in Indonesian?

S : Indonesian?

R : Yes, what do you want to say?

S : 'selama dua hari' ..

- R : Oo .. It means that you have made mistakes... It supposed to be 'for', there is no letter 'u'... Then, continued to this word (pointing to the word 'clean') It supposed to be past tense.
- S : Oo yes ..
- R : Do you remember the past tense? What should be there ...?
- S : Yes,, there should be -ed ..
- R : Good.. This means that yesterday you wrote like this because you are nervous?
- S : No,, it is not all about that... It because what I know is like that... So I just wrote like that...
- R : OK.. Good... Then, what do you want to say? 'I back to home very happy' ...
- S : 'saya kembali ke rumah dengan sangat senang'
- R : Ooo ... why didn't you use the word 'pulang'? Do you 'pulang' in English?
- S : 'pulang' ..? I don't know, Mam. .. I only know 'back' ..
- R : OK.. No problem... That in English it is common thing to say 'go home' for 'kembali ke rumah' or 'pulang'.. While the past tense of go is 'went', so, it becomes 'went home'. So, yesterday when you write this text you did it by looking for the word that you want to know in English and then you arrange it like when you say in Indonesian?
- S : Yeah, like that ..
- R : OK.. Let's continue with this sentence, what do you want to say actually? 'I volunteer in jemlung' ..
- S : The point that I want to say was 'kemaren saya liburan, terus saya jadi relawan..'
- R : Ooo... Then, according to you, what makes writing this text is difficult for you?
- S : the way to construct the sentence...
- R : OK... Do you still use Indonesian structure while you make English structure?

- S : yes ...
- R : But do you actually know if Indonesian and English structure is different?
- S : Yeah, I know ..
- R : But it is hard?
- S : yes .. sometimes it is mis arranging ..
- R : OK.. How about the words... Do you still find it difficult to find the English of some words?
- S : I think it depends on the words, Mam...
- R : OK... Let's think about the process you write this text.. There are many or not the words that you did not know the meaning...?
- S : No, just a little ..
- R : Okay,, good... Do you know what the recount text is?
- S : experience. The text that described the experience in the past.
- R : he.eh .. Is recount text difficult to learn?
- S : when constructing the words and finding the words that do not know the English...
- R : Then, do you think learning English is difficult?
- S : Mmm.... A little ..
- R : Why?
- S : I still confuse when constructing the word... And when I have to make writing like this one, I still make lot of mistakes...
- R : OK.. How about the teacher way when teaching you in the class?
- S : Mmmm.... Like that... It depends on some situations, Mam...
- R : depends on what?
- S : for example, if the material is easy I understand..., but if it is more difficult, it becomes so hard..
- R : OK... What else that make learning English is difficult for you?
- S : Mmm.. Only that....
- R : How about constructing the sentence, it isalso difficult?
- S : yes, and finding the English translation ..

- R : Then, when you are at home, how do you study English?
- S : rarely ..
- R : rare? Why?
- S : It is resentful to find the translation of the word in English .....
- R : Ooo.... Is that difficult for you?
- S : Yeah, It is so hard ..
- R : But, do you have a dictionary, don't you ..?
- S : I have ..
- R : but it is still resentful ..?
- S : hehe yes Mam.. ...
- R : OK.. What's your impression of learning English?
- S : Mmm, My impression is that it is enjoyable to learn English lessons so we know the foreign language ..
- R : But it is still hard ..?
- S : A little ..
- R : But, are you happy learning English?
- S : yes.., sometimes happy, and sometimes isn't. Sometimes I feel boring learning English because I don't know the meaning or I cannot arrange the sentence....,,
- R : Okay, thanks a lot..

### **Interview on Subject MA**

- R : Yesterday, when you wrote this text, did you know the meaning of all the words?
- S : eeee ... No, I don't.
- R : So, how could you write this kind of a long text?
- S : I opened a dictionary.
- R : Did you also ask to your friends?
- S : yes, some.

- R : I have read your text, and I found some errors. I have made a circle sign on those errors, my question is why do you write like this?
- S : I feel so nervous, Mam.. Worry.
- R : Why did you feel worry? Because you didn't know it?
- S : Yes, and the time was very short.
- R : Oo .. then do you know that recount text uses past tense?
- S : I do not know.
- R : You do not know? Have ever been taught about this material before?
- S : Yes, I have. But I forget, Mam...
- R : OK.. Please take a look on this word 'go'... It is in present form, right? What is the past tense form of 'go', do you know it?
- S : No, I don't, Mam ..
- R : OK.. It supposed to be 'went', w e n t .... If you do not know the spelling, please take a look on a dictionary, OK? Then, what about this.. What do you want to say by this sentence 'after to arrive' ..?
- S : Mmmm... Forget, Mam ..
- R : forget? It's your work, isn't it?
- S : Yes, Mam.. But I forget because it is already one week ago..
- R : Ooo.. Do you want to say 'setelah tiba di pantai'?
- S : yes ..
- R : OK... And this one, (Pointing on the sentence) there are many sentences which you write them by back and forth, right?...
- S : Yes...
- R : OK.. And what about this, what do you want to say by this one 'how to fosize'
- S : mmmm ..... 'melempar umpan'
- R : Ooo ... .. What about this one 'after fish inpul'?
- S : 'setelah ikan di daratan, kemudian dimasukan ke botol'
- R : Oo..OK-OK ... What do you feel while you write this text? Is it easy or difficult?
- S : Difficult, Mam..

- R : What makes it difficult?
- S : Because I do not know the meaning ..
- R : OK.. What else?
- S : Mmmm I think it's only that ..
- R : Is it confusing or not? So, you make it back and forth like the sentences I show you before...
- S : Yes, It is confusing.
- R : You feel confused because you did not know on that time or it was because the time that was short so it made you feel nervous?
- S : It because I do not know ..
- R : OK.. When you was in Junior High School, Did you also make back and forth sentences like this one?
- S : Yeah, I make back and forth sentence ..
- R : Ooo ... Then, when you composed this text, what did you do? Whether you mostly opened the dictionary or asked to someone?
- S : I opened the dictionary mostly.
- R : OK .. By the way, do you know what recount text is?
- S : Mmmmm
- R : this text is recount text.... Have you ever learned this?
- S : Yes..
- R : According to you, what makes recount text difficult to be learnt?
- S : Mmm.. Composing the sentences.. Arranging the word..
- R : OK.. How about the teacher when teaching in the class?
- S : Mmm... It is confusing, Mam...
- R : How come?
- S : Because I don't like English, Mam.
- R : Oo... Why?
- S : Because it is difficult, Mam.
- R : Why is it difficult?
- S : Mmmm.. Just difficult like that, Mam ..
- R : Or... It because you do not know the meaning?

- S : Yes,...
- R : And you also do not know how to construct English sentence?
- S : yes ..
- R : OK.. So, you don't like English from the past?
- S : No..I don't like..
- R : The reasons are like that?
- S : yes ..
- R : OK.. Then, how do you learn English at home for example?
- S : I do not ever even..
- R : You do not ever learn English ...? And then, what do you think about learning English?
- S : Mmm... I think that English is a good language.. But it is difficult..
- R : Because of what?
- S : Because it is difficult to fit the words together to make a sentence ..
- R : Any else?
- S : Only that ..
- R : OK.. Then, if you find out the translation of Indonesian word in English, do you still find it difficult?
- S : Yes, Mam...
- R : When you are at home, Do you open your dictionary often when you do your homework?
- S : Yes, I often do that..
- R : Does it mean that you learn English only if there is homework?
- S : yes, Mam ..
- R : What do you often do during the English class?
- S : I often use the dictionary ..
- R : But, do you understand, don't you?
- S : Mmm... A little ..
- R : Do you ask to your teacher often?
- S : Often ..But, not to the teacher, I ask to my friends ..
- R : thanks ..

**Interview on Subject SR**

- R : Yesterday, when you write this text, did you feel difficult?
- S : Yes, quite difficult, Mam ..
- R : why?
- S : Because when translating I do it word by word, so if it should make sentence it becomes difficult...
- R : Mmmm.... It means that when you composing this text you found the English of each word and then you arrange it directly?
- S : Yes, Mam ... I found out the translation word by word and then arrange it... So, it is not maximized yet..
- R : Oo ..OK .. Then, do you know why you wrote like this one 'I'm and my father'..?
- S : Mmm.. Because in Indonesia is 'aku dan ayah' so, I write 'I'm'
- R : OK.. So, it means that what you know is that the English of 'aku' is 'I'm'...?
- S : yes, Mam ..
- R : OK.. Then, do you know the tense used in recount text? Is it present or past tense?
- S : Mmm... I think present tense....
- R : present?
- S : Hehehe... I don't know, Mam... forget....
- R : Ooo .. forget .. OK.. Recount test uses past tense.. So, if you want to say 'go' it should be change into past tense first... What is the past tense of 'go'?
- S : Mmmm I do not know ..
- R : You don't know it ...? OK.. It is 'went' ..
- S : Ooo .. went ..?
- R : Yes... So, during writing this text you did not know that recount text uses past tense, did you?
- S : I really don't know, Mam ...

- R : OK.... Then, what do you want to say with this.. (pointing the sentence)
- S : This would essentially say that 'sampai sana sekitar satu jam' I would say that.., But, it's just difficult to make it. .
- R : okay .. Next is this one, what do you want to say by this?
- S : OK, this is 'ketika kami sampai di sana, kami berkunjung ke rumah orang yang memesan buku itu' the point is like that, Mam ..
- R : Do you feel difficult in arranging it ..?
- S : yes Mam.... How to construct the sentences and also the translate Mam..,
- R : Then, besides the difficulties in constructing the words and also the meaning or the translation, what else that you find it difficult in writing this text?
- S : Mmm... Constructing and composing and arranging, Mam..
- R : Does it mean that you arrange the English sentence is like Indonesian one?
- S : Yes, Like that Mam...
- R : But, do you know that Indonesian and English have different sentence structure, don't you?
- S : I do not know Mam ..
- R : Your teacher never teach you about that?
- S : I think she did...
- R : but forget?
- S : Yeah, forget, Mam ..
- R : OK.. Let's continue... if in general, do you think it's hard to learn English?
- S : Yes, Mam.. It's hard to fit the words, translate..
- R : and then?
- S : Mmm... I think only that Mam,... Composing the words to be sentence....
- R : This means that you compose English words like Indonesian?
- S : yes.....

- R : it means that if you want to write something, you just copying exactly like the Indonesian one? mean time to write 'I want where' so you write the English language like Indonesian yes exactly that?
- S : yes sometimes like that sometimes not ..
- R : When you do not do that?
- S : Mmm... If I know that the sentence is like that...
- R : OK.. How about your learning English way at home?
- S : Mmm.. I learn English by reading... And then understanding the words.. The main point of a text by translating it into Indonesia..
- R : OK.. How about recount text? Do you think it's difficult to learn this?
- S : it is hard to fit the words together, constructing the sentence, and translating..
- R : While do you like English?
- S : Yes, I really love this ..
- R : But it is still hard, isn't it ..?
- S : Hehehe.. Yes, Mam..
- R : What the most difficult things in learning English ..?
- S : Composing the sentence...
- R : okay .. How about the teacher's way in teaching English in the class?
- S : Mmm.. Miss. Ita is good in teaching... Easy to be understood... And many games..
- R : What do you usually do during the class?
- S : Listening to the teacher..
- R : Do you write something?
- S : Yes... It's often to write..
- R : Do you know what you write..?
- S : sometimes I know sometimes not ..
- R : If you do not know, do you ask to the teacher?
- S : Yes, I ask to Miss. Ita.. I come forward and ask 'what is it, Mam?'
- R : OK.. Once again,, the thing that make it difficult is the translation, composing and arranging..?

- S : meaning, composing, translating ..
- R : OK.. And you make English sentence like the Indonesian one?
- S : hehe .. yes ...
- R : okay .. thank you ..

### **Interview on Subject KK**

- R : Was it difficult to make this text?
- S : A little ..
- R : What makes it hard?
- S : Finding the English words ..
- R : OK... First, what do you want to say by this?
- S : 'kemaren saya pergi liburan dengan keluarga ke luar kota'
- R : What is it?
- S : 'Kota' ... 'city'
- R : OK.. What about this one... The word 'id'... Is it 'id' or 'in'..?
- S : 'I d'
- R : What does it mean?
- S : I do not know, Mam ..
- R : You do not know it? Where did you find it?
- S : I look at dictionary ..
- R : OK.. Now, we talk about recount text.. Do you know the tense used in recount text? Is it present or past tense?
- S : past tense may be ..
- R : Good.. .. It uses past tense... So, what is the past tense of 'go'..?
- S : (silent)... I do not know, Mam..
- R : OK.. The past tense of 'go' is 'went'....
- S : went ...
- R : yes, does it mean that you wrote like this because you did not know that you have to use past tense or you forgot about it?
- S : It because I do not know ..

- R : OK... Does it also mean that do not know if recount text uses past tense ...?
- S : No.. I do not know too..
- R : Then, how about this.. What do you want to say?
- S : 'di dalam perjalanan'
- R : Oo .. What this letter is?
- S : 's' ..
- R : Where did you get it?
- S : dictionary, Mam ..
- R : So, it will be 'slong' like that?
- S : Yes, Mam ..
- R : OK.. It's not like this one,,OK? Later, when you look for words please be more careful ..
- S : OK, Mam ..
- R : Next, how about this one, what do you want to say?
- S : mmm .. Forget, Mam ....
- R : forget ..? OK.. Honestly I also feel hard to understand it... I do not know what you want to write... OK.. Let's move on to the next question.. Do you think recount text is difficult or not?
- S : Yes, Mam.. It is hard to find the words..
- R : OK.. What else?
- S : mmmm ... Compose it ....
- R : Ooo.. Composing.. How do you usually compose the English sentence? Does it like Indonesian sentence?
- S : yes, Mam ..
- R : What you know is that the structure is like that or because other reasons? However, the English and Indonesian structure is different, do you know that? Or when you write this text you have already confused, so you just write it like this...?
- S : It's hard, difficult, Mam ..
- R : OK... So, according to you what makes English difficult?

- S : The words are difficult, Mam..
- R : What else?
- S : It's also difficult to pronounce it, ...
- R : Speaking.. OK.. Then, when you write like this text you also make some sentence that is back and forth.. Do you think it's also difficult?
- S : yes, Mam,, it's also hard ...
- R : Why ..?
- S : mmm ... Because it is different ...
- R : okay .. How about the teacher...? According to you how the teacher teach in the class?
- S : it is easy to be understood ..
- R : Is it often to write?
- S : yes ..
- R : Is it also often to make sentence?
- S : it's rarely ..
- R : OK.. Does it mean that because it's so rare to practice making sentence, so you sometimes confused about this ..?
- S : yes, Mam ...
- R : Then, How do you usually learn English at home?
- S : Mmm.. Memorizing the words..
- R : How about writing? Do you exercise often?
- S : Never
- R : Really?
- S : Yes..
- R : besides memorizing, what else?
- S : finding the meaning of words ...
- R : Do you learn English only when you have homework, or because you love English or what?
- S : if there is a homework ..
- R : if there is no, it means you do not learn English?
- S : No, I don't...

- R : OK.. How about your impression when you learn English?  
 S : Mmm.. We are able to use English..  
 R : But it's hard...? What do you think the most difficult thing in learning it?  
 S : Fitting the words, composing, arranging ..  
 R : Do you still confused huh ...?  
 S : yes ..  
 R : okay .. thank you ..

### **Interview on Subject DG**

- R : What difficulties that you found out when you construct this text last week?  
 S : The words ..  
 R : OK.. You wrote 'last weeks ago' what are you going to write, anyway ?  
 S : 'suatu hari saya dan teman-teman saya pergi ke kebun'  
 R : Mmm .. 'pada suatu hari'? ..  
 S : Yes, Mam ...  
 R : But the meaning of 'last week' is not 'suatu hari' ...  
 S : Oo .. Sorry .. The meaning is 'Minggu kemaren' ..  
 R : Good .. Did you cheat when you made this text?  
 S : Mmm... Yes, at first...  
 R : But, you continued it by yourself?  
 S : yes...  
 R : OK, Good.. Then, do you know what tense used in recount text?  
 S : Mmm .. present?  
 R : present? Sure?  
 S : I do not know ..  
 R : However, have you ever learned about it?  
 S : Yes.. once ..  
 R : But are you forget now..?  
 S : yes ...

- R : okay .. Actually recount text uses past tense .. So, what is the past tense of 'go'?
- S : went?
- R : he.eh ... Very good.. That's good, you know it.. But, why did you wrote like this one last week?
- S : Mmm.... I also don't know, Mam... I'm forget..
- R : OK.. So, you're forget .. Please take a look on the words that I have signed, it should be in past tense, OK? Then, how about this sentence, what are you going to write actually? 'We to play with very happy' ...
- S : Mmmm.... What is it .... 'kami bermain dengan sangat senang'
- R : Why it should be 'to'? Did you cheat for anyone?
- S : I got it from dictionary ... the writing is 'play: to play' ..
- R : Ooo ... So, you wrote it exactly same with in the dictionary, didn't you ..?
- S : yes, Mam ..
- R : OK... whereas if you want to write 'bermain' in Englis, you do not need to write the 'to' with you .. indeed there is 'to' in the dictionary, but if you use it in the phrase, the 'to' shouldn't be written, OK?
- S : OK, Mam ..
- R : Does it mean that you wrote 'to swim, to play, to ..' it is accordance with the dictionary?
- S : yes, Mam ..
- R : It because you do not know?
- S : yes ...
- R : Okay .. Next, the sentence 'we go to the stream' What it should be?
- S : went ..
- R : yes .. That's right.... And how about this, what do you want to say? 'not to feel day already afternoon'?
- S : Mmm.... Forget, Mam...
- R : forget?
- S : yes .. hehe ..
- R : Is English difficult, isn't it?

- S : yes, Mam ..
- R : How come?
- S : the language, Mam ...
- R : Why about the language?
- S : It because I don't know the meaning of English words...
- R : OK,, what else?.. Look at this, you wrote it back and forth, is it hard to make it?
- S : yes .. yes ...
- R : Did you copy the Indonesian structure to write this?
- S : yes, Mam.. I wrote it according to Indonesian ..
- R : Oo .. Then, In your opinion, what makes English difficult?
- S : Making the sentence ..
- R : And do you feel difficult to when you write recount text, especially in composing the sentence?
- S : yes ...
- R : Good.. How about the learning English process in the class? How the teacher teaches in the class?
- S : mmm .. Just like that, Mam..
- R : Do you often have exercises to make English sentences?
- S : Nope ...
- R : Do you often do writing?
- S : Yes, I do..
- R : What do you write?
- S : Mmmm ...
- R : material ..?
- S : yes ..
- R : Mmm... How often do you practice to write in English?
- S : It's rare ....
- R : OK... When you are at home, how do you usually study English?
- S : I just do reading...
- R : Do you know the meaning when you read?

- S : No, I don't ..
- R : So, you keep reading even though you do not know the meaning?
- S : yes ..
- R : OK... How about homework,.. How do you do your homework?
- S : I open the dictionary ..
- R : and then, when there is a task to write sentence like this, recount text, how do you do that? Whether you find the translation of Indonesian word, then you arrange directly ...?
- S : yes ..
- R : Do you arrange the words just like Indonesian sentence ..?
- S : yes ...
- R : But, do you know if English and Indonesian sentences have different arrangement?
- S : Yes, I know ..
- R : OK.. You know ... but is it hard?
- S : yes, it is ..
- R : OK... What's your impression of learning English?
- S : I'm happy to know English ...
- R : happy... but it is hard, isn't it?
- S : yes, Mam ..
- R : The difficulties is on constructing the sentence ..?
- S : yes ...
- R : what else?
- S : The meaning ...
- R : How about the tenses? Like present and past tense, which one you should use, is it difficult?
- S : yes, it's rather difficult ..
- R : But, do you like English from you were in Junior High School?
- S : Yes, I do ..
- R : But it's difficult ...?
- S : yes ..

R : How about learning English in the class, are you happy?

S : yes, I'm happy ..

R : okay .. Thank you ..

### **Interview on Subject IS**

R : What do you think the most difficult things when you made this text?

S : It's rather difficult to compose the words into a sentence...

R : OK... According to you, what makes it difficult?

S : Mmm.. Putting the one word with other word....

R : OK.. This, when you made the sentence, do you make it like the Indonesian sentence, exactly same, of you just make it without thinking it, or you really concern about it...?

S : Mmm... I kinds thinking about it ...

R : Do you know that Indonesian and English sentence structure is different?

S : Yes, I know ..

R : So, you really thinking about it, don't you ..?

S : yes ..

R : Good.... How about this sentence, what do you want to say? 'last weeks ago' ..

S : 'di hari minggu yang lalu' ...

R : 'hari minggu yang lalu'? OK... If there is already word 'last', it will be better if you do not add the word 'ago', OK?

S : OK ..

R : Okay .. Actually, your writing is really good .. Then, what about this sentence, 'after that we build a tent' .. What should it be? Present or past tense?

S : eee .... Past ..

R : OK.. Past .. What is 'build' in the past tense form?

S : building ..?

R : Mmm .. Good try, but it's not that..

S : Mmm .....

- R : The letter 'd' replaces with 't' .. so ..?
- S : built?
- R : yes ... That's right... Does it mean that when you made this text you didn't know that you had to use past tense?
- S : I don't know, Mam... forget ...
- R : OK.. Do you think it is hard to learn recount text ..?
- S : Mmm ... I think it's difficult because I don't know the meaning for sure...  
And then...
- R : Is it difficult to put together the word becomes sentence ..?
- S : Yes, it is rather difficult, making the sentence ..
- R : do you often make it like the Indonesian sentence?
- S : sometimes yes ..
- R : OK.. Good.. How about the teacher, how the teacher teaches in the class?
- S : I think, it is too fast for me...
- R : too fast ..? Do you often practice writing English sentence? Making sentence and story like this?
- S : often ..
- R : OK.. So, you have already understood when you have to make simple sentences?
- S : yes ..
- R : Good... Then, how about this sentence, 'rumah nenek saya' how do you say it in English?
- S : 'my grandmother's home' ..
- R : Very good.. OK.., Do you think what makes it hard to learn English ..?
- S : Mmm...I do not know meaning ...
- R : How about constructing the sentence ..?
- S : For me, may be if I have already know the meaning it will be easy to compose it into sentence...
- R : Ooo... Then, how do you study English at home?
- S : I rare study it...
- R : Oo .. May be you study English when there is a homework?

- S : Yes, like that...
- R : OK.. What do you usually do if you are doing your homework? Open the dictionary or how?
- S : yes .. open the dictionary ..
- R : But, are you happy learning English?
- S : Yes....
- R : but it's difficult because you do not know the meaning.?
- S : yes ....
- R : okay .. thanks ...

### **Interview on Subject AB**

- R : OK... You have already make this text, right? It's very good... But there are some errors you made... Like this one, and that one.. Why did you write like that? Dis it cause you didn't know or it was difficult or what?
- S : Mmm... It's difficult.. And also I didn't know..
- R : What are the difficulties ..?
- S : Making the sentence .. keeps the verb like irregular ..
- R : How about composing the sentence ..?
- S : yes ...
- R : OK... This one, what do you want to say actually ..? 'I enjoyed my swam on that day' ..
- S : 'Aku menikmati renangku pada hari itu'
- R : OK.. You say about irregular and regular verb before, how about that? .
- S : Mm... It because the verb two of 'swim' is 'swam' an irregular verb ..
- R : Good.. So, you chose 'swam' right? But, it is 'kata benda'... Have already learn about this... 'kata benda' in English?
- S : eeee ... .. noun?
- R : That's right .. .. Well, 'berenang' if it is a verb it will be 'swim' or 'swam' in past tense ... Then, if it is noun, it will be 'swimming', you add '-ing'... OK?

- S : Oo..OK ...
- R : How about this one? What are you going to say "I was broke in the beach" ....
- S : 'Saya beristirahat di pantai' ...
- R : ooo ... Where did you get the term 'was broke'?
- S : from the dictionary ..
- R : What does the dictionary write ..? break?
- S : verb break and become broke ..
- R : So, you wrote it 'I was broke'..?
- S : yes ..
- R : OK... Next, the sentence 'I took a shower '... Did you get this term also from the dictionary?
- S : No, I know it from Mrs. Ita ..
- R : OK... Do you know other terms for 'took a shower' .?
- S : She said 'membilas' ..
- R : But, do you want to say 'mandi' or 'membilas' ..?
- S : 'membilas' ..
- R : okay ... What are difficulties you found when you made this recount text.?
- S : the difficulty is the conjunctions, Mam ..
- R : What is conjunction, anyway..?
- S : It is 'penghubung' Mam..The first word and the second word ...
- R : OK.. Dou you find it difficult to construct sentence like that ...?
- S : Mmm... rather ..
- R : Then, are there many English words that you did not know the meaning?
- S : yes .. a lot ...
- R : Did you cheat or ask to somebody ..?
- S : I asked to teacher ..
- R : OK... In general, what are the difficulties when you write and make English sentence?
- S : It's difficult and hard to find out the terms like that ..

- R : For example ...?
- S : Like 'took a shower' ... Because it is not just one word ..
- R : Oo ... .What else ..?
- S : Mmm... the verbs agreement, which was irregular and regular ..
- R : But you know that the text recount uses past tense, don't you ..?
- S : yes,,I know..
- R : Just feeling hard with the terms, right ..?
- S : yes .. The terms ..
- R : Then, when you are at home, how do you usually learn English language ..?
- S : Mm .. The most thing I do is memorizing... And learning formula ...
- R : What formula ..?
- S : Like simple past tense ..
- R : OK... By the way do you like English ..?
- S : Yes, I love it ..
- R : If the formulas like past tense, present, have you a little memorized it..?
- S : yes .. rather ....
- R : OK.. Then, are you already really understand about recount text ...?
- S : Yes, I understand ...
- R : How about the teaching way of the teacher in the class..?
- S : It's good.. She often taught me so good ..
- R : Does it often exercise making sentences ..?
- S : yes it's often do exercise ...
- R : Do you often ask to the teacher in the class ..?
- S : I ask the thing that I do not know ...
- R : Do you prefer to memorize than writing when you learn English?
- S : Mmm.. Writing, and then I correct it with my friend's...
- R : OK.. According to you when you are constructing the sentence like that, do you often feel difficult or not because the sentence structure of Indonesian and English is different..? For example you want to say 'saya

pergi kemana' then you translate it into English and directly compose it into sentence just like Indonesian sentence ..?

S : It's rarely I do that ... For me it's difficult to think about the addition which should be put in the end,,,

R : OK.. What else?

S : the complication ...

R : Good.. How is your impression of learning English...?

S : Mmm.. I less in speaking ..

R : How about the writing problem ..?

S : If it is about writing, I insyaAlloh can do it ...

R : okay .. thanks ....

### **Interview on Subject WC**

R : OK... You have already made this text, right? Please look on this sentence 'last holidays', do you know that there is something wrong here ..?

S : eeee .... I don't know ..

R : OK.. if you write 'holiday', you do not need 's' .. Understand? Then, how about this, 'I'm and friend' what does it mean ..?

S : 'saya dan teman-teman saya'

R : why are there '-Am' in it ..?

S : Hehehe...

R : Did you cheat or think about it by yourself ..?

S : Think by myself....

R : Is there any sample of text that you follow it or it's just based on your thinking that 'saya' in English is like that?

S : yes ...

R : OK.. It shouldn't be 'am' here OK ...?

S : he.eh ...

R : It's just 'I' .... Then, look at this sentence 'java east' what do you mean ..?

- S : 'jawa timur' ...
- R : OK.. If it is Indonesian sentence is right, however, in English you have to put the word 'Java' in the back... So, it will be..?
- S : 'east java' ...
- R : Very good ... it would be reversed .. Do you often feel difficult when you have to make the sentence like that?
- S : yes ..
- R : OK, then... How about this, what do you want to say..?
- S : 'saya dan teman saya senang karena bisa makan apel sepuasnya'
- R : Ooo .... This is 'sepuasnya' ..? Where did you get this term?
- S : dictionary ..
- R : Okay .... This sentence 'my friend and I take any pictures and eat '.... Don't you know that recount text uses past tense ..?
- S : Yes, I do ..
- R : forget ..?
- S : yes ...
- R : It means that the word 'eat' here is still present .. What is it in past tense ..?
- S : Eeeee ....
- R : What ..? Don't you know ..?
- S : I forget, Mam ...
- R : OK.. The past tense of 'eat' is 'ate' ...
- S: ate ..?
- R : Yes.. So, yesterday you forget about that, don't you..?
- S : yes ..
- R : Okay. Let's continue ... well, what do you think the difficulty you found in writing this text..?
- S : (quite) ...
- R : The most difficult .. Whether composing the words or finding the meaning, the translation ...
- S : Composing and arranging ...

- R : The English words, is it difficult..?
- S : yes ...
- R : what else?
- S : Mmm ....
- R : connecting between words, is it hard ..?
- S : yes .. Connecting between one word to other, and between sentences ...
- R : OK.. Then when you are learning English outside school, like at home, what do you usually do...?
- S : writing, .
- R : Writing sentences ..?
- S : yes ...
- R : How about tenses like present and past tense, do you already know about it ..?
- S : little ..
- R : OK.. Good.. For example, when you want to write some words and you have to change it into past tense, do you often find it difficult?
- S : yes ..
- R : Then, Do you often make back and forth English sentence ..?
- S : yes ..
- R : Then, if it is in the class, how the teacher teaches you ..?
- S : good,, easy to understand ..
- R : How about the method she used ..?
- S : Explaining like that....
- R : Does it often practice making sentences ..?
- S : yes ...
- R : OK.. Good.. In general, according to you what makes it difficult to learn English?
- S : If I have to memorize ..
- R : memorizing the word do you mean?
- S : yes ....
- R : what else ..?

- S : arranging the words ...
- R : Is it because the structure is different with Indonesian ..?
- S : yes ..
- R : Next, how about your impression in learning English ..?
- S : eeee ... It's hard ...
- R : ooo .. okay .. thanks ...

### **Interview on Subject BR**

- R : OK... Please pay attention, these words that I gave sign are the words that are incorrect... I want to ask you first, do you know that recount text uses past tense?
- S : yes .. I already know..
- R : OK,, Good .. There are also some words that are already correct like 'went' .. However, how about this, why don't you use past tense to this word 'sit'..?
- S : Mmm... Forget, Mam ...
- R : OK.. This word too 'drink',, forget ...?
- S : yes ...
- R : Then, what do you want to say by this 'we went there buy'...?
- S : 'saya pergi menggunakan sepeda motor' ...
- R : Oo.. Where did you get the word 'motorized' ..?
- S : dictionary ...
- R : Do you know that it is wrong ..?
- S : No, Mam ..
- R : Okay, then, the word 'buy' .. Why did you write 'u'.. Is it because you don't know or you forget or nervous?
- S : nervous, Mam ..
- R : OK... It should be 'by', then, how about this word 'drink', what should it be ..?
- S : drank ..?

- R : yes, very good ... How about this one ..?
- S : 'liburan yang menyenangkan' ...
- R : You wrote 'it's', Why did you write like that?
- S : I often see the word like that in story ..
- R : Do you know what it is ..?
- S : no, I don't ...
- R : This stands for 'it is'.. What is past tense of 'is' ..?
- S : was ...
- R : That's right.. It should be 'was'.. When you write this text, what makes it difficult ..?
- S : Translating into English ...
- R : What else?
- S : The words ..
- R : Then..?
- S : Only that ...
- R : OK.. How about composing the words into a sentence, is it hard ..?
- S: yes, it's hard ..
- R : do you often write back and forth sentence ..?
- S : yes .... I often do that ..
- R : Does it cause you don't know or it's difficult or what ..?
- S : It is still difficult may be ..
- R : You also do not know the composition of the sentence structure .?
- S : yes ..
- R : OK.. When you are at home, how do you study English ..?
- S : The most I do is reading ...
- R : what else ..?
- S : Only reading ...
- R : OK.. How about if you are in the class, how the teacher teaches in the class?
- S : It's like that Mam..hehe
- R : like how ..? Is it often do writing.. Or what

- S : It's often do writing..
- R : Are you also often practice writing like this text ..?
- S : No, Mam.. Writing the material and the the teacher sees it ..
- R : So you write material ..?
- S : Yes, writing material ..
- R : okay .. What about your impression of learning English ..?
- S : It's fun ..
- R : Is it hard.?
- S : yes ..
- R : okay ... thanks ...

### **Interview on Subject LN**

- R : OK.., Last week, you already wrote this text, and also have signed some parts that are still incorrect.. My first question is, do you know the tense used in recount text? Is it present or past tense?
- S : Past, simple past ..
- R : OK.. Good.. So, what should it be? (pointing the word 'go')
- S : Mmm ....
- R : What is it ..? OK.. In Indonesia it means 'pergi', but this word 'go' is in present, and recount text uses past tense, so the past tense of 'go' is...?
- S : went?
- R : Yes, you're right .. why did you not use it ..?
- S : Mmm.. Last week I didn't bring my dictionary, and bring my friend's dictionary. In that dictionary there are no present and past tense, Mam..
- R : OK.. But, you know that it was actually supposed to use past tense, didn't you ..?
- S : Yes, Mam. I did know ..
- R : Then, continue to this sentence 'house grandmother', what are you going to say..?
- S : I want to say that ... 'saya pergi liburan ke rumah nenek' ...

- Q : 'ke rumah nenek?'
- S : yes ...
- R : Do you know the part that you are still wrong ..?
- S : I do not know ..
- R : OK.. That what you have written is Indonesian structure. When you want to write it in English, you change the structure. You put the word 'house' in the end.. So, what happens?
- S : Grandmother's house ... ..
- R : Good, that's right ..., Are you already understand now ..? So, last week, you did not know about that?
- S : I forgot, Mam ....
- R : But, do you usually know about that...?
- S : yes, Mam...
- R : OK ... How about this sentence, 'there I to invite', did you get this word from dictionary..?
- S : yes ..
- R : It should be only 'invite', OK? And what is the past tense form of 'invite' ..?
- S : Eeeee ... ..
- R : forget ..?
- S : yes I forget, Mam ..
- R : Okay .. You put -ed in the end of this word ... So it will be 'invited'.. So, do you find it difficult to find out the past form of certain words?
- S : yes.
- R : Why ..?
- S : Just hard, Mam..
- R : Is it because you should memorize it ..?
- S : yes, Mam ...
- R : OK.. Then, when you fit this writing, what do you think the most difficult part was..?
- S : Finding the structure of the sentence ... ..

- R : Okay ... Is it hard to connect between words or not ..?
- S : yes ... It's also hard
- R : Do you know about the word connection ..?
- S : I do not really understand ..
- R : OK... Then, what do you usually do when learning English?
- S : understanding ..
- R : understanding the words ..? How do you do that?
- S : Mmmm ...
- R : Do you open dictionary ..?
- S : yes, Mam ..
- R : Are you often do writing exercises?
- S : Nope, Mam..
- R : How about reading ?
- S : Yes, sometimes ...
- R : OK.. How about your teacher when she teaches in the class?
- S : She's good ..
- R : good ..?
- S : good ...
- R : Often practice writing.?
- S : often ..
- R : The most thing that the teacher ask to do is writing task or writing material?
- S : Material, and also writing task ...
- R : okay .. How about your impression of learning English ..?
- S : Mmm .... Yeah ... It's hard ...
- R : Besides finding the words, what else that makes you feel difficult ..?
- S : constructing the sentence.. Connecting, and arranging the words .. ..
- R : okay thanks ...

**Interview on Subject MI**

- R : Well... Do you know what the recount text is?
- S : Mmm... I do not know ..
- R : But, Why were you able to write as much as this?
- S : Mmm... I just have story, and I find the English in the dictionary..
- R : OK.. So, you know that recount text is a text that tells past experience, don't you?
- S : Yes, I know that ..
- R : OK... Then, do you know the term tenses ..?
- S : Mmm.. I do not know ..
- R : Like present and past tense, do you know that?
- S : Mmm.. Forget, Mam ..
- R : Okay .. Then, do you know the tense used recount text?
- S : past tense ..
- R : yes, that's right... past tense .. Can you give me the example of past tense?
- S : Mmm .. Forget, Mam ..
- R : OK.. Please pay attention on this text.. I have signed some words that are incorrect.. My question is what do you want to say with this sentence... The first sentence...
- S : 'pada hari minggu saya pergi ke surya park bersama keluarga' ..
- R : 'pada hari minggu' ... Are you sure that 'pada hari minggu' in English is 'yesterday'?
- S : ehh ... Mmm .. 'hari kem ...'
- R : Yes.. what ..?
- S : 'kemaren' ..
- R : OK.. Good, 'kemaren'... Why the word 'I' is in front, not behind ..?
- S : Mmm ... .. I forget, Mam ..
- R : hm.? Forget .. ? okay .. this 'I' should be placed behind yesterday OK? ...
- S : OK, Mam ...

- R : Okay,, does it mean that you want to say 'saya kemaren pergi ke surya park' don't you?
- S : Hehehe.. Yes, Mam ..
- R : Okay .. Next, this word 'family' .. if it is in English it's usually given specific information .. So, if you want to say 'keluarga saya', it is supposed to add the word 'my ..' don't you know about it?
- S : I don't know, Mam....
- R : OK.. So it becomes 'my family' OK ....?
- S : yes, Mam ..
- R : OK... What about this, what do you want to say?
- S : Mmmm ... .. 'sehabis renang saya berganti baju' ..
- R : do you mean this 'our swim clothing'?
- S : yes ..
- R : which means 'baju' ..?
- S : Mmmm ... .. clothing ...
- R : OK.. Last week, when you composed it, did you directly arrange the words after you know those meanings?
- S : Yes, I directly arrange each words ..
- R : But , do you know if the sentence structure of Indonesian and English language is different ?
- S : Yes, I know that it's different ...
- R : OK.. If you know that, why your sentences is still exactly like Indonesian sentence?
- S : Mmmm.. I forget to change it, Mam ..
- R : okay .. You have not been mastery yet about that, huh ..?
- S : yes, Mam ..
- R : okay ... Last week, when you wrote this text, what the most difficult things you feel?
- S : fitting the word... And finding the translation ...
- R : Is constructing the words also hard ..?
- S : yes little ...

- R : How about your way of study English, at home for example ..?
- S : sometimes My sister teaches me ..
- R : and then ..?
- S : reading the theory or material ...
- R : Are you often practice writing?
- S : I seldom do that ..
- R : okay,, how about when you are in the class.. What do you usually do when learning English language?
- S : Mmm....
- R : How the teacher teaches you in the class?
- S : Mmm.. she often gives tasks, and translating by looking for in the dictionary... Making text like this recount text.... Practicing...
- R : OK.. If you have to write like this, recount text.. What makes you feel really difficult...? The way to compose words into sentence? Or the meaning?
- S : yes, that's it ..
- R : Does arranging the word also make you difficult ..?
- S : yes, little, Mam ..
- R : okay .. How about your impression of learning English?
- S : Mmm.. By learning I could know better about other country language... In which English is international language so I want to learn it...
- R : Okay, but, what is the big problem?
- S : It's hard and difficult to translate it..
- R : okay .. thanks ..

### **Interview on Subject US**

- R : Okay .. Do you know what recount text is?
- S : Mmmm ... ..story of experience ..?
- R : Yes, That's right.. .. A story about past experiences .. Then, do you know the term tenses?

- S : Mmmm ....
- R : tenses, like present tense, past tense... You know it?
- S : Mm.. I know, Mam.. But I don't understand ...
- R : Okay ... My question is what tenses used in the text recount ..? Is it present or past tense?
- S : Past tense ... (a little hesitant) ..
- R : OK... Can you give me the example of past tense?
- S : Mmmm ....
- R : What?
- S : eeee ..... went?
- R : yeah .. That's right ... So, please take a look on this word 'go', this is still in present, what is the past tense of it?
- S : went.
- R : Very good... But, why last week you did not change it?
- S : I forgot, Mam.. And I was less careful ..
- R : okay .. How about this word 'enjoy'.. You should add it with the -ed in the end of the word... So, it becomes 'enjoyed' .. Do you understand?
- S : Yes, I understand .. a little ...
- R : Okay ... Next, what do you want to say by this one 'house my sister' ... ?
- S : 'rumah kakak saya' ...
- R : OK... Do you know what is wrong about this?
- S : Mmmmm ... ..the sister may be ...
- R : No, it isn't... Not in 'syster' .. It just was the opposite ...
- S : Oooo ... the opposite ..
- R : Yes ... if you want to say 'rumah kaka saya' it will be 'my sister's....
- S : my sisters house.?
- R : very good ..
- S : I didn't know before..
- R : OK.. Now, do you understand?
- S : Rather ...

- R : So, why did you write like that last week? Is it because you didn't know or confused or what?
- S : confused, Mam ..
- R : OK... Don't you know that the words arrangement pf English and Indonesian is difference ?
- S : I know ... but sometimes I do not understand ...
- R : OK,, Last week, what are the most difficult thing you found when you write this text?
- S : The way to construct and compose the words into sentence....
- R : what else?
- S : Then if there is 'to be' ... And verbs.. Verb one, verb two like that, Mam..
- R : But, do you actually understand about that, don't you?
- S : Yes, a little ...
- R : okay .. Is there any difficulties besides those you have mentioned?
- S : mmm....
- R : Is it hard connecting from one sentence to another?
- S : yes, Mam ... It's hard..
- R : why? Does it because you don't know it?
- S : Sometimes make it just the opposite... Back and forth...
- R : Okay ..What do you often do while you learn English?
- S : The most I do is memorizing ..
- R : what else?
- S : Exercising and practicing to arrange the words ..
- R : do you often open the dictionary?
- S : Yes, I do..
- R : How often do you practice writing?
- S : Mmm.. I less do that ..
- R : if in the class like this, what is your teacher usually do when teaching English?
- S : Eeeee ... The way she teaches?
- R : Yes, whether it writing much... Or explaining the material.. Or how?

- S : a lot of writing and explaining...
- R : What do you write?
- S : writing the examples of sentences...
- R : mm..OK .. When you learn English, what's your impression?
- S : I feel so hard ..
- R : Why..?
- S : It's because sometimes I do not understand the meaning... And then I still have trouble with 'to be' ...
- R : how about the verbs?
- S : yes, that is also difficult ..
- R : OK.. thanks ....

### **Interview on Subject UV**

- R : I want to ask this before,do you know recount text?
- S : yes, I know
- R : What is it?
- S : experience?
- R : Yes, it tells about experience .. Then, do you know the term tenses?
- S : yes, I know..
- R : How many tenses do you know?
- S : past tense, present ..
- R : yes,, that's right.. So, what tense used in recount text ..?
- S : Mm ... .past tense ..
- R : Good .. you know that recount text uses past tense,, but, why you still used the word 'go' in your text last week..? While 'go' is still present ..
- S : I forgot, Mam..
- R : OK... So, what is the past tense of 'go'?
- S : Mmm... I do not know ..
- R : OK... If you look at your text, here are still many words that use present .. Is it because you forget ..? All of this?

- S : yes ..
- R : then, what is the past tense of 'go'?
- S : went ..
- R : Good.. How about 'see'?
- S : saw...
- R : very good.. So, it was really because you forgot last week, right ..?
- S : yes ..
- R : Okay .. Next, I want to ask this.. 'my friend's' .. why is there apostrophe sign ..?
- S : It is because 'teman-temannya' is a lot..
- R : Oo .. OK.. If you want to say so, it doesn't need apostrophe, but you can directly write 's' ... Then, it also still used present tense yes .. What 'can' in past tense ..?
- S : Mmm.. I do not know ...
- R : OK.. The past tense of 'can' is 'could' c o u l d. Next, I want to ask you this, what do you want to say?
- S : 'temennya itu dapet ikan.. terus dia tu seneng.. '
- R : Oo .. it's very happy .. Do you know about the adjective and noun in English?
- S : i do not know ...
- R : okay .. 'happy' is adjective,, in English adjective should use 'to be' .. So, what is 'to be' for he?
- S : he ..? I do not know ..
- R : okay .. The 'to be' of his is 'is' .. What is 'is' in past tense?
- S : i do not know ..
- R : okay .. The past tense is 'was' .. Next, this is also still use present tense .. What should it be?
- S : did ...
- R : okay .. Good.. Did .. You made lost of errors in using past tense, did you forget about it last week?
- S : yes ..

- R : what the most difficult things you feel while you make this text?
- S : arranging the words ..
- R : why?
- S : confused ..
- R : what else besides that?
- S : only that ..
- R : Then, is it difficult to find out the translation of Indonesian words to English?
- S : yes, it's also hard ..
- R : OK.. How do you usually learn English at home?
- S : Mmm...
- R : reading or memorizing ..?
- S : reading ..
- R : do you often practice writing ..?
- S : sometimes anyway ..
- R : oke.. thanks ...

### **Interview on Subject AN**

- R : Do you know what recount text is?
- S : Recount text is a text that tells the experiences that have occurred.
- R : Very good.. Do you know the term tense?
- S : tenses?
- R : yes .. Like verb one and verb two..
- S : Ooo... yes ..
- R : What tense used in recount text, anyway?
- S : verb two...
- R : okay .. verb two.. What do we call it? present or past?
- S : simple past ..
- R : Good..okay.. Last week, what makes you feel difficult when you made this text?

- S : when I made the sentences..
- R Q: why?
- S : It seems like there are something less, but I do not know what .. It's also because I less mastered about the grammar ..
- R : Okay .. Last week, you made little errors.. You said that recount text uses past tense, but in this part, you still used present .. How come?
- S : All right, actually whenever I do the writing, like recount text, it's often for me to have correction of the word 'pergi' that is 'went' ... But, how often I have that corrections, I still made errors with this word... And keep forgetting this ...
- R : Oo .. May be because you have not been familiar with this yet ..?
- S : yes ..
- R : OK.. Then, do you find it difficult to look for the English words..?
- S : where? Dictionary?
- R : I mean when you write a story or text, do you find it difficult to translate the Indonesian words into English?
- S : yes I often feel difficult, I often ask to someone .. If there is no answer, I browse in the internet ..
- R : okay .. Do you often make back and forth sentence ..? What makes you do that?
- S : Mmm.. That's because the grammar and the vocabulary
- R : OK... How do you learn English at home?
- S : I rarely learn it .. Mmm... May be if English, when we are at school we just talking with English little by little... And then browsing... I learn from what I see and heard...
- R : Do you often practice talking English or writing?
- S : if writing I usually write on a status .. I usually try to use English but I use simple one..then chat using English little..
- R : OK.. When you write a status in English, do you often feel confident or not? If it is not, why?

- S : sometime when I want to write I feel doubt.. Is it right or wrong... If I have tried to find the right one but I don't get it, I just write what I know... However, sometime I want to make a perfect sentence too...
- R : Okay, so it means that you feel difficult because of the structure, meaning, connection too..?
- S : yes .. Also the vocabulary ..
- R : OK.. Then, when you are in the class.. How your teacher teaches you?
- S : the teacher usually starts the learning process using English... Sometimes I know a little bit, . Then, she gives a task.or example and the come forward...
- R : Does she often give the task to make sentences?
- S : Yes, but it is a simple one...
- R : Just one sentence?
- S : one sentence and the she tells to make it into a positive, negative, and question ...
- R : What's your impression when you learn English ..?
- S : actually it is fun, just the way we learn it.. It depends on our willingness to mastery it.
- R : OK,, Thank you...

### **Interview on Subject HD**

- R : Okay, first, do you know what recount text is?
- S : the text tells past event...
- R : Good.. Do you know the term tenses?
- S : tenses ... No, Mam ..r
- R : How about the term verb one and verb two ..?
- S : yes, I know
- R : what about recount text, what tense used in it?
- S : verb two, past tense.

- R : That's right... Okay, I have already read your text and make signs for some errors you made.. For example like this word 'gatherd'... What do you think about this?
- S : it's less letter 'e' ..
- R : Yes..,How come..?
- S : Mmm... May be I'm careless ..
- R : Okay .. 'LONG MUCH', it is also still incorrect.. why?
- S : What I know is like that, Mam... And I often see my friend's status wrote its like that... So I confused and I wrote like that...
- R : Okay.... Then, why did you use letter 'w' for 'verry'..?
- S : Hehehe.. On that time I was not in concern.. I know that it should use 'v',
- R : Okay,.. How about this one? The word 'begins' ... Should it be present or past tense?
- S : this... pardon?
- R : What tense should it be?
- S : present..
- R : Why did you use present? While you said that recount text used past tense... right,?
- S : yes,
- R : why is that? Forgot?
- S : Yes, forgot, Mam...
- R : Okay, do you know the past tense of 'begins'?
- S : use -ed, doesn't it ..?
- R : Good try.. But that's not like that .. The letter 'i' should be changed ...
- S : 'i' is replaced by 'an' ..?
- R : Good... So, it becomes 'began' OK .. ? Then, this also still uses present, what should it be?
- S : Mmmm ..
- R : What suffix should be used ..? e ..?
- S : ed?
- R : Yeah, that's right.. why is it wrong ..?

- S : careless, Mam ..
- R : but, you know that it's supposed to be like that ..?
- S : Yes, Mam ..
- R : Well., this one.. 'sharing' ...
- S : Yeah, sharing, it should use ed ..
- R : Very good .. okay, Last week when you wrote this text, what makes it difficult ..?
- S : translating... Translating the Indonesian words into English... And also changing the words like using -ed like that..
- R : okay,, so, the problem is past tense., how about constructing the words, do you find it difficult?
- S : a little, but not really hard ..
- R : But, do you already know that the composition of English and Indonesian is different?
- S : Yes, somewhat understand ..
- R : Okay, how about your way in learning English language?
- S : I often watch movies that are subtitles in it.. And then translating ..
- R : then, what exercises that you often do?
- S : Mmm.. Just watching the movie that are subtitles in English..
- R : How about practice writing?
- S : writing in English?
- R : yes ..
- S : Nope ..
- R : May be speaking and reading in English..?
- S : It's OK if reading, but if it is speaking I find it difficult sometimes..
- R : how about the methods that teachers used when teaching English in the class?
- S : it's good, easy to be understood, but probably because of the friends sometimes are too noise, so it makes me to join it...
- R : Does it often practice writing during the class?
- S : sometimes but not often ..

- R : Is it often to write the material or exercises?
- S : material
- R : So, it means that you rarely do task writing like this one?
- S : yes, rarely
- R : Okay, what's your impression of learning English?
- S : it felt so, what is it, um ... It's hard ... But sometime is easy ..
- R : What is the most difficult?
- S : sometimes when it should be translating .. the verbs sometimes that I do not know it especially if it tells past event ...
- R : okay thanks ...