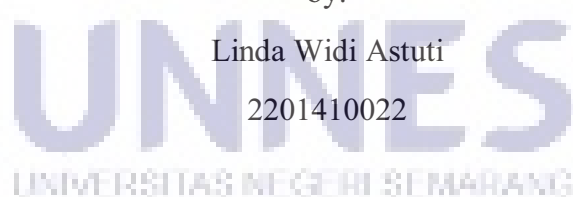# STUDENTS FINITE ERRORS IN WRITING RECOUNT TEXT

MADE BY THE X YEAR STUDENTS OF MA NU 08 PAGERUYUNG

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

by:

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ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

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APPROVAL

This final project was approved by the Board of Examination of English Department of Faculty of Languages and Arts of Semarang State University on September , 2017.

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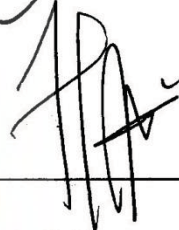   Prof. Dr. Muhammad Jazuli, M.Hum.
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PERNYATAAN

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menyatakan dengan sesungguhnya bahwa skripsi/ tugas akhir/ *final project* yang berjudul:

STUDENTS FINITE ERRORS IN WRITING RECOUNT TEXT

MADE BY THE X YEAR STUDENTS OF MA NU 08 PAGERUYUNG

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembibingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia memberikan pertanggungjawaban.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, September 2017

Yang membuat pernyataan

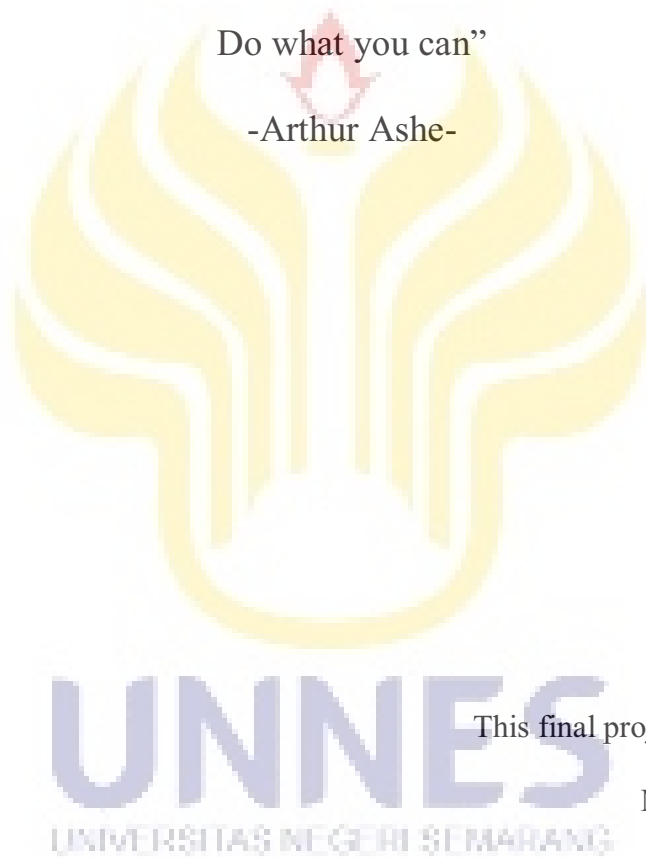Linda Widi Astuti

220141002

MOTTO AND DEDICATION

"Start where you are

Use what you have

Do what you can"

-Arthur Ashe-

This final project is dedicated to:

My beloved parents

My beloved husband

My lovely daughter

My beloved parents in law
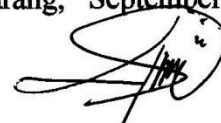
My friends

ACKNOWLEDGEMENTS

Abstract

Astuti, Linda Widi. 2017. *Students Finite Errors in Writing Recount Text Made by the Students of MA NU 08 Pageruyung*. A Final Project, English Education Program, Faculty of Languange and Arts, Semarang State University. Supervisors: Dr. Dwi Anggani Linggar Bharati, M.pd.

Keywords: Finite, Error, Writing, Recount Text

This final project was conducted to analyze the students finite errors in writing recount text made by the X year students of MA NU 08 Pageruyung. This study has three objectives; i.e, to identify the finite errors, to explore the dominant finite and to explain the solution of students difficulties in using finite.

The population of this study was X grade students of MA NU 08 Pageruyung. This study used purposeful random sampling and one class had been taken as the sample that was consisted of 25 students. This study used qualitative approach with descriptive method.

The data collected by students free writing that were held on 23rd May 2017. To find out the errors, I used the error taxonomy according to Dulay, Burt, and Krashen (1982:50). I classified the finite errors into 4 categories: omission, addition, misinformation, and misordering. The result showed that 75,22% from the total findings was misinformation , 0,87% from the total findings was misordering, 1,74% from the total findings was addition, and 22,17% was omission. After analyzing and counting the data, I found out that the most frequent errors that students made in writing recount text were dominated by misinformation category.

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CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, limitations of the study, significances of the study, and outlines of the research report.

1.1. Background of the Study

Language plays a principal role in human life. Richard and Rogers (1986) stated "language viewed as a vehicle for communicating meanings and messages". It means that we need to use language to communicate with others. People depend their lives on each other as they are social being. Communication is needed to convey meaning and messages. There are spoken and written languages which are used to deliver meaning and messages. Spoken language is used by speaking what we want to deliver. In spoken language, it doesn't need exact grammatical form as the important purpose is people who listen to us are understand the meaning of our sentences. Meanwhile written language is used by writing what we want to deliver. It needs exact grammatical form. If the grammatical form is incorrect, it means that the purpose of that writing is undelivered.

Every society has its own language including grammatical rules and speech sound systems. Thus, there are a lot of different languages that are used in the world. Because of that, there is a standard language used to communicate with other society in different country. That is English, which was selected as the lingua franca (common communication languange) in the world. English is the first foreign languange in in most countries which do not use English as their mother tongue. Similar with other countries, Indonesia chooses English as the first foreign language. Ramelan (2001:1) states that "English has been taught in this country as the first foreign language since the proclamation of independence on the August, 17th 1945". It means that English has an important role in Indonesian education and becomes one of the important subjects. Learning English is very useful in order to take part in globalization as the consideration that English is the common communicative language in the world.

Understanding the grammatical structure of English becomes the priority to the Indonesian leaners who learn English in order to master English skills as stated by Douglas (1980:264) that "In learning a language we must know the grammar rules for forming correct sentence". It also happens on teaching learning process in Indonesia that grammar becomes the basic rule in order to improve students' ability in mastering English.

There are four skills which have to be mastered by students in learning English. They are listening, speaking, reading, and writing. In this research, I will focus on writing skill. Writing is getting more essential nowadays. It should be

mastered in order to be literate. A good writing is not merely such poetic beautiful masterpiece, full of literary expressions, or scientific one, but it is also a kind of writing that can be easily understood by the reader.

There are many aspects to be considered in order to make our writing can be easily understood by the reader. First, having adequate vocabularies is the most important support in learning English. Then, the ability of recognizing words; nouns, verbs, adjectives, adverbs, articles, etc. After that, knowing how to organize those words into good arrangement of phrases or clauses; the subject, predicate, etc is needed. The use of tenses is also unavoidable. In composing a good writing, idea also has an important role in order to make the reader understand about our writing. However, the grammatical forms of all sentences are important.

Based on those aspects, writing is a difficult thing for students. There are some kinds of texts. There are recount text, narrative text, descriptive text, report text, etc. In this research, I will focus on recount text. Recount text is a text which retells events or experiences in the past.

Students need to concern on the grammatical forms on their writing. They also need to concern on the use of finite in their recount text writing. Finite verb or we can just call it finite is one of the most important aspects in grammatical patterns that should be mastered by them in order to make their writing be well structured and meaningful sentences.

Recount text is one of text types in English. It tells events that was happened in the past. However, Indonesian students find some difficulties in writing recount text, as it doesn't use their mother language but it uses foreign language, in this case it is English. In addition, Indonesian languange does not use tenses. There are no differences whether they talk about events which are happened in present, past, or future. While in English, people use tenses. There are difference tense forms whether they talk about events happened in present, past, or future. Therefore, sometimes Indonesian students make some errors in writing recount text. They do not know about the using of tenses in writing recount text appropriately. That is why; I choose to analyze the errors on the use of finite in writing recount text.

This research needs to be done because it is important to know how far the understanding about the use finite is. It is important to analyze the errors on the use of finite when they write a recount text, so later their teacher can give them some treatments to make them understand the use of finite. As we know, finite is the first functional elements of verbal operators expressing tense, modality, and polarity. So, we have to pay attention to it.

I have observed some problems in this area. Most students did not use the appropriate finite in their writing, they made some finite errors; omissions, additions, misinformation, and disordering.

1.2. Reasons for Choosing the Topic

Mastering English is not easy for Indonesian people. Every language has its own pattern, so does English. English has its own pattern. It is not easy to mastering English as English is not our first language. Indonesian languange has no tenses whether English use tenses. Therefore, after knowing many vocabularies, knowing the grammatical pattern is a must. Grammar guides us how to make the correct form of English sentence patterns.

Finite is one of elements of grammatical patterns. Without it, we can't make any sentences correctly. Complete sentence is a sentence which minimally contains a subject and a predicate. Finite is an element that should be found in forming a complete sentence that will be meaningful and understandable. Therefore, students should be able to use finite verbs properly to make their sentences meaningful and understandable.

I choose the topic "the error analysis on the use of finite in writing recount text". I want to know about the students' mastery on the use of finite in writing reciunt text. I choose recount text as the media in this research because recount text use past tense as its tense. Sometimes Indonesian students are confusing to make sentences in past form. They will automatically translate the sentence from their mother languange and they do not really pay attention to the grammar which will be used in their recount text writing. Moreover, there are no finite in Indonesian language. In this case, students have more difficulties on the use of finite in writing recount text.

1.3. Research Questions

The problem in this final project can be stated as follows:

1. What kind of finite errors do the students make on the use of finite in writing recount test?

2. What is the dominant finite error made by the students?

3. How can the students solve the difficulties in using finite?

1.4. Objectives of the Study

The objectives of this study can be stated as follows:

1. To identify the errors that students make on the use of finite in writing recount text.

2. To explore the dominant error made by the students on the use of finite in writing recount text.

3. To explain the solution of students difficulties in using finite.

1.5. Limitation of the Study

I limit the study in identifying the errors in using finite only, not whole grammatical errors that occurred in the sentences. The test will be in writing test, that is recount text. The sentences will be in past form as recount text tells us about past experience.

I will analyze the finite errors made by the 10th grade students of MA NU 08 Pageruyung. The analysis will be categorized in 4 categories according to Dulay, Burt, Krassen quoted by Ellis (1994: 56) in surface strategy taxonomy : omissions, addition, misinformations, and misorderings.

1.6. Significance of the Study

The results of the study are expected to be used theoretically and practically:

1. Theoretically

a. The results of this study are expected to give the informations for teachers about the finite errors that students make in writing recount text. Therefore, teachers will know what is the most errors which students make in writing recount text and teacher may also be able to widen their skill in teaching recount text especially on the use of finite.

b. The results of this study can be used as a reference to other researchers who want to study about the students' errors on the use of finite in writing recount text.

2. Practically

a. The results of this study will give teachers an analysis about students difficulties on the use of finite in writing recount text. Therefore, teachers can develop their skill in teaching students in writing recount text and they will know

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about the errors that occur in writing recount text, in which it will help teachers about the things that should have more attention in teaching recount text.

1.7. Definitions of Key Terms

In order to avoid ambiguity and also to make this study easier o be understood, the definition of terms in the study will be drawn briefly as follows:

1. Finite is one of the small number of verbal operator expressing tense, modality and polarity. (Gerot and Wignel, 1994:25)

2. Error is the use of a linguistic item such as a word, a grammatical item, a speech act in the speech or writing of a second or foreign language learner in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. (Richards *et* al., 1997: 127)

3. Writing is actually involves a complex process where we have to use certain grammatical rules in organizing words, phrases, clauses, sentences and the bigger part of composition. (Brown, 2001: 335)

4. Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occured and when it occured. (Mark Anderson, 1997: 48)

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1.8.   Outline of the Research Report

This final project consists of five chapters. Each chapter explains different matters in line with the topic which is discussed.

Chapter one is Introduction. It introduces the significant subject matter of the study. It consists of the Background of the Study, Reasons for Choosing the Topic, Research Questions, Objectives of the Study, Limitation of the Study ,Significance of the Study and Outline of the Research Report.

Chapter two is Review of Related Literature. It talks about the Previous Study, the Definition of Grammar, definition of finite, the classification of finite. Definition of error and mistake, errors in using finite, sources of errors, error analysis, definition of writing and definition of recount text.

Methods of Investigation are discussed in Chapter Three. It consists of the Research Design, Data Sources, Reseatch Instrument, Data Collection, and Method of Analizing the Data.

Chapter four is the most important chapter in this research. It talks about the result of analysis..

The last chapter, chapter five, deals with conclusions and suggestions. It talks about the final findings which are obtained in this research, and some suggestions related to the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.   Review of Previous Studies

Students still make some errors when they make sentences both written and spoken. Prayoga (2011) found that even 8th semester students in Semarang State University make errors in using conditional sentences orally. His study is about error analysis in using conditional sentences orally. The objectives of the study was to find out the error of Unnes English Students in using conditional sentence orally and how is the students' achievement in using it orally. To achieve the objectives of the study, the writer conducted a case and field study and quantitative research. The experiment was held in Unnes English Department with the subjects are 8th semester of the English Department majoring in education students. In solving the problems, the writer carried out an experimental study using question and answer instrument to gather the data and use the modificational brown's scoring method in scoring the data. After trying out the instrument, the writer did the research by transcribing the recorded data that had been taken orally by using the method of question and answer. After doing the research, the writer got the result that the mean of percentage is 41,7% of the students are able to use this conditional sentence well. It means that more than a half of the subjects are not able to use this material well.

In writing, students also find some difficulties. Cahyaningrum (2014) did a study that had three objectives; i.e. to identify errors, to find out the most frequent errors and how to avoid errors on the use of to be as auxiliary and linking verb. The population of this study was eighth grade students of SMP N 19 Semarang. This study used purposive random sampling and one class had been taken as the sample under the consideration that the number of the sample was about 10% - 15% from the population. This study used qualitative research method in analyzing the data since the aim of the study is to identify errors, to find out the error, type and how to avoiding error on the use of to be as Auxiliary and Linking verb. In gathering the data, the writer conducted the instructions for the students' free writing using some topic. After getting the result, the writer analyzed the data and got the result. There were two types of errors, they were misinformation and omission, occured on the use of 'to be' as auxiliary verb. In addition, there were four types of error, they were omission, addition, misinformation, and misordering, occured on the use pf 'to be' as linking verb. The most frequent errors occurred is on the use of linking verb with and mostly happened in the misinformation types.

In other case, Martiningrum (2012) conduct a study about gramatical error analysis in abstract translation from Indonesian into English. Writing thesis is one of academic responsibility to be accomplished by the students of Diploma IV Radiology Technics Program of Radiodiagnostic and Radiotherapy Technics Department of Jakarta II Health Polytechnics Ministry of Health in the academic year 2010/2011. In order to publish their research around the globe the students

are required to do abstract translation from Indonesian into English. From the early investigation, Martiningrum found that there are numerous errors in the abstract translations made by the students. The objectives of this final project are to identify what kind of grammatical errors found in the abstract translations, the number of the errors, and the percentage of the errors. After doing the research, the writer got the result that is the most frequent grammatical error in abstract translation is 'Form' and 'Function'. The biggest frequency of 'Form' and 'Function' is adjective and adjective phrases. In the other hand, the most rare grammatical error in abstratct translation is 'pronoun'.

Based on those previous study, the writer was inspired to conduct a study about students finite errors in writing recount text. The difference between this research and those previous study is this research analyzed the finite errors in recount text, whether Prayoga analyze about the use of conditional sentences orally, Martiningrum analyze about the grammatical errors in the students' thesis abstract translation from Indonesian into English, and Cahyaningrum analyze about the use of to be as auxiliary and linking verb.

2.2. The Definitions of Grammar

The main function of language is to communicate with other people. English is a language and language is made up of words. We cannot just arrange the words together any way we want and expect that we will automatically produce a sentence. Putting the words into the right order is very important in making English sentences. The words must be in the right order; the connections

between the words must be clearly indicated and, for written English, you must have appropriate punctuation marks. What we have seen so far is that language itself consists of several elements or aspects. One of them is grammar.

There are various definitions of grammar. Different experts define the term grammar differently. Grammar may mean an analytical and analogical study of sentences Robert (1958:132) thus, when people learn grammar, they will learn the parts of speech, their names and their descriptions. They will learn such term as phrase, clause, retained object, etc. They will also learn how to identify those categories in sentences. It means they have to diagram sentences or phrase them.

In the words of Cook and Sutter (1980: 4), "grammar is a set of rules by which people speak and write." It means people apply grammar which is a set of rules in certain language to communicate both orally and written.

Grammar is very important for us to learn in order to know what grammar is used exactly. Smedley (1983: 9) states that "the aims of grammar teaching are to help the learners write correctly in arranging sentences, to help them learn foreign languages and to give them an insight into the way language works".

Leech (1986: 3) views grammar as a mechanism according to which language works when it is used to communicate. This mechanism is abstract in human mind but we can observe it as people communicate. Grammar involves internal process in human mind and the codification of language one uses when he/she speaks or writes. Grammar, then, is described as a set of rules which enables a speaker to put words together in certain ways.

It is important to study what grammar is, since we will know what it is used for. However, there is certainly no consensus about its definition. Every people will view it in different ways. House and Harman (1950:1) stated that grammar is the study of words to other words in phrases, clauses, and sentences and semantics (meaning of words). In its narrower sense it may deal only with the forms and with the uses of words. Since grammar is a science. It must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior of language.

Furthermore, Veit (1986: 3) states that grammar is person's subconscious knowledge. A native speaker of certain language who has learned his/her language will have internalized rules that he/she does not need to think when he/she utters a sentence. He/she will not realize that he/she apply such rules as they communicate since he/she has already had the source of these rules in their mind. It is acquired as he/she learns how to use the language. He/she has already known that subject precedes predicate and so on. Veit (1968:1) describes that:

> Grammar as we mean is simply your language knowledge. What your brain knows and allows you to use the language we will call your grammar. Your grammar is what enables you to understand the very words you are now reading as well as to speak and write words and sentences of your own.

In addition, Cahyaningsih (2008: 12) states that after the age of four or five, what remains for most people to learn about grammar is not grammar at all, but precision in the use of particular words. Unfortunately, when grammar is taught in schools, it is usually taught as a matter of labels and rules, so that most

students' instinctive grasp of grammatical relationship is made stiff, self-conscious, and often secure and correct than it was before.

From the definitions above, it can be said that grammar is a set of rules of language by which people speak and write. Grammar is also an important knowledge in learning languages to understand the meaning of the words in a sentence. If the speaker masters grammar well, it is undeniable that utterance is understandable and the listener will accept his message clearly. The students are supposed to master English grammar to avoid misunderstanding in communication.

2.3. Finite

2.3.1. The Definition of Finite

Finite is the main focus of a sentence. If we use wrong finite, the sentence will have wrong grammatical construction too. According to House and Harman (1951:93), a finite verb is one which asserts, or predicates. It is "limited" by person and number. In addition, Hornby (1995:437) stated that finite is grammar of a verb form that has specific tense. Further more, according to Halliday (1994:111), finite element is one of a small number of verbal operations expressing tense (e.g. is, ,has) or modality (e.g. can, must). Other experts also stated about the definition of finite. Thomson (1996:41) said that finite is the first functional element of the verbal group. More over, Gerot and Wignel (1994:25) defined that finite is one of the small number of verbal operator expressing tense, modality and polarity.

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From all of those definitions, they can be concluded that finite is the first functional element of verbal group expressing tense, modality and polarity.

A tense is a form taken by a verb to show the time of an action. There are three main tenses:

1. Present tense: things that are true when the words are spoken or written; or are generally true; or for some languages will be true in the future

2. Past tense: things that were true before the words were spoken or written

3. Future tense: things that will or might be true after the words are spoken or written

The tense can be shown in the verb. For example, *am*, *is*, and *are* are always present tense, and *was* and *were* are always past tense. Or the tense can be shown by adding words to the verb. In English, the words that we add to the verb are "helping verbs" or "auxiliaries", like *be*, *have*, *shall*, *will*, and so on. So we get the continuous present with *is taking*, the future with *will take*, and so on.

Modality is the category of meaning used to talk about possibilities and necessities, essentially, states of affairs beyond the actual. Modality is expressed by many categories of lexical items: adverbs like *maybe*, nouns like *possibility*, adjectives like *possible*, or auxiliary verbs like *must*, *may*, *should* or *have to*.

In addition, polarity is the opposition between positive (it is, do that) and negative (it isn't, don't do that). Typically the positive clause is formally unmarked while the negative is realized by some additional elements.

2.3.2. The Classification of Finite

According to Leech (1982:668), finite verbs are classified based on the table below:

			Finite forms			Non finite forms		
			Tense			Infinitive	Participles	
			Present		Past		Past	Present
			3rd person singular	other				
			Vs:	Vo:	Ved:	Vi:	Ven:	Ving:
Full-verbs	Regular		Reaches	reach	reached	Reach	reached	Reaching
	Irregular		Writes	Write	Wrote	Write	Written	Writing
			Sinks	Sink	Sank	Sink	Sunk	Sinking
			Puts	put	put	Put	Put	putting
Operator-	Primery verbs	(do)	Does	Do	Did	Do	Done	Doing
		(have)	Has	Have	Had	Have	Had	Having

	(be)	is	Am/are	Was/were	Be	been	Being
modals	(m)	May (must)	Might (used to)	------ ------	------ ------	------ ------

From the table above I can conclude that finite verbs are classified into present and past form.

(1) The present form of finite verbs are *is, am, are, do, does, have* (primary verbs), and *will, shall, can, may, must, ought to* (modality).

(2) The past form of finite verbs are *was, were, did, had* (primary verbs), and *would, should, could, might, had to, ought to* (modality).

2.4.   Error and Mistake

2.4.1. The Definition of Error and Mistake

Errors and mistakes are unavoidable problems that would be by the second language learners.

According to Dulay *et* al. (1982), quoting Chomsky (1965) an error is caused by the learners' lack of competence or knowledge of the rules of the language. In addition, Richards *et* al. (1997: 127) define an error as:

"The use of a linguistic item such as a word, a grammatical item, a speech act in the speech or writing of a second or foreign language learner in a way

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which a fluent or native speaker of the language regards as showing faulty or incomplete learning."

A mistake, on the other hand, is not the result of lack of knowledge on behalf of the learner. It merely results from lack of attention, carelessness, or fatigue that the learners experience when they speak or write in the language they are learning (Richards *et* al. 1997 and Dulay *et* al. 1982). The technical term for *mistake* is *performance error*. James (1998) added that mistakes can be self-corrected. He stated that "if the learner is able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake". *Mistakes*, therefore, are not a result of deficiency in competence but rather of factors such as memory limitation, fatigue, and emotional strain. Unlike mistakes, errors are not self-corrected.

It should be pointed out here that native speakers of a language also make mistakes when using their own language. They are different from the errors made by second or foreign language learners. According to Corder (1978), mistakes made by native speakers can be caused by changes of plans, slips or false starts, or confusions of structure, so that their mistakes are in the forms of syntactic blends, and slips of tongue or slips of the pen. He labels these kinds of mistakes as *lapses*.

The study of learners' errors is called error analysis, and in language learning, a learner cannot be free from mistakes. Brown (1980: 164) states that "language learning is fundamentally a process that involves the making of mistakes. Errors made by learners can be observed, analyzed, and classified to reveal something of the system operating within the learner".

Language switch also can be seen as the possible cause of errors (Brown 1980: 180). That is, a learner may simply use his native language whether listener knows that native language or not. It happens when the non-native speakers produce English sentences, the grammar of the first language impose themselves on the new language and this leads to faulty grammatical patterns.

2.4.2. Errors in Using Finite

The errors in using finite may occurs by some categories of errors. According to Dulay, Burt, Krassen quoted by Ellis (1994: 56) in surface strategy taxonomy of errors distinguish errors into four categories :

(1) Omissions

It is the absence of an item that must appear in well-formed utterance. For example: *He sleeping.*

(2) Additions

It is the presence of an item that must not appear in well-formed utterances. For example: *I did not went there.*

(3) Misinformations

It is the use of wrong form of the morpheme or structure. For example: *The cat ated the chicken.*

(4) Misorderings

It is the incorrect placement of a morpheme or group of morphemes in an utterances. For example: *Where you are going?*

Based on the errors that probably occur in sentences, I can conclude that error in using finite probably caused by omissions, additions, misinformations, and misorderings.

2.4.3. Sources of Errors

Richards (1974: 124) said that the sources of errors in studying a languange might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are called the interlanguange errors, and the errors that are caused by the interference of the learners' mother tongue are called interlanguange errors.

Errors is the failure of learner in using the system correctly caused by the lack of the competence. Richards (1974: 124) also distinguishes three sources of competence errors:

(1) Interference errors

The errors that were made because of the interference of the mother languange, occur as a result of the use of element from one languange while speaking another. An example might be when a German learner of

L2 English says "I go not" because the equivalent sentence in German is "Ich Gehe nicht".

(2) Intralingual errors

The errors made because of tyhe students' lack of knowledge, reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

(3) Developmental errors

The errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

In this study I will analyse errors in using finite focusing on intralanguange errors considering on the probable occur in the forming sentences.

Richards (1971) quoted at Ellis (1994: 59) classified intralingual errors into four categories:

(1) Overgeneralizations

It occurs when the learner creates a deviant structure on the basis of other structures in the target languange. It generally involves the creation of one deviant structures in place of two target languange structures (for example "He can sings" where English allows "He can sing", and "He sings").

(2) Ignorance of the rule restrictions

It involves the application of rules to contexts where they do not apply. The learners fail to observe the restriction of existinf structures. An example is 'He made me to rest' through extension of the pattern found with the majority of verbs that take infinitival complements (for example 'He asked/wanted me to go').

(3) Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word orderin questions (for example ' you like to sing?') in place of interogative word order (for eample 'Do you like to sinh?') this type of intralingual error corresponds to what is often referred ti as an error of transitional competence (Richards,1971).

(4) False Concept hypothesized

The last category of intralanguange error, that is sometimes called semantic error, may be derived from faulty comprehension in the target languange.

2.4.4. Error Analysis

To minimize the language learners' errors, there should be a study for it that is called error analysis. According to Richards et al., (1996:127), error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.

Similarly, Michaelides, (1990:30) states that the systematic analysis of student's errors can be of great value to all those concerned, i.e., teachers, students and the researchers. For teachers it can offer clear and reliable picture of his students' knowledge of the target language. Willcott, (1972:73) conducted an error analysis to discover some of the problems that native speakers of Arabic had with the syntax of written English.

In the other hand, Corder, in Ellis and Barkhuizan (in Adi Jaya Putra 2008;13), stated that there are three functions of learner's errors which are as follows: (1) They serve a pedagogic purpose by showing teachers what learners have learnt and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learnt; and (3) they serve a learning purpose by acting devices by which learners can discover the rules of the target language. It means that errors contain a lot of information's about which part of the students difficulties that are hard to produce correctly.

Knowing students' errors is very important to foreign language teacher and those errors should be observed, analyzed and classified. Brown (1980) states that the study of learners' errors is called error analysis.

The use of error analysis is to show some problems of the students. It also gives information to teachers about the process of acquiring a foreign language made by students.

Based on the explanation above, I think that it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it is a useful key to understanding the process of foreign language acquisition. They should know how the target language is learned or acquired, what the best strategies the learners employ in order to master the target language.

2.5. Writing a Recount

2.5.1. Writing

Writing is actually involves a complex process where we have to use certain grammatical rules in organizing words, phrases, clauses, sentences and the bigger part of composition. Brown (2001: 335) said that the upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention to put them cohesively into a written

text, how to revise for a clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Most students find writing difficult. That is why they have to practice it regularly. Rivers as quoted by Swarbick (1994: 142) described that there are five stages of development which students need to go through in acquiring competence in writing, i.e,: copying, reproduction, recombination, guided writing, and free writing. In this study, I will use free writing. It can be said that the students were free to choose the topic of their writing.

2.5.2. Recount Text

Recount text tells an event or an experience that have already happened in the past (Derewianka 1990: 14). In addition, recount text is a text which has a social function to retell events for the purpose of informing or entertaining. It focuses on a sequence of events, all of which relates to the occasion.

In addition, Mark Anderson (1997: 48) stated that a recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occured and when it occured.

Pardiyono stated that recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007: 63).

Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing and entertaining. The tense that is used in recount text is past tense. Social purpose of recount text is to reconstruct past experience by retelling events in original sequence. We can look at the sample of recount in personal letters, police reports, insurance claims, and incident reports (Ken Hyland, 2004; 29).

According to Competence Based Curriculum (2004: 75), the generic structure of recount consists of orientation, events, and reorientation. Recount text begins with orientation which establishes the character and situation in the story, proceeded by some events occurred in the story, and ended with the impression of the main character about the experience they had.

Derewianka (1990: 15); Gerrot & Wignell (1994: 194) stated that recount text usually have language features:

a. Specific participants, such as my family, our family, my father, my mother, my friend, etc.

b. Use of simple past tense, simple past tense indicates a completed action about what happened in the past at a specific time.

c. Use of material processes (action verbs), such went, saw, left, etc.

d. Circumstance of time, in past tense, an adverb of time can be found in the sentence, such as ago, yesterday, last week, etc, may show a period of times that can be meant by the context or situation.

e. Use of first person pronouns, such as I, we;

f. Circumstance of place, where did the story take place?;

g. Temporal sequence or linking items (e.g. the, next, later, etc).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

For the ending of this study, I present my conclusions and suggestions in this chapter. I want to give general conclusions and suggestions of *Students Finite Errors in Writing Recount Text Made by the X Year Students of MA NU 08 Pageruyung*

5.1. Conclusions

This study concerns on the finite error analysis in writing recount text. Based on Dulay, Burt, Krassen quoted by Ellis (1994:56) in surface strategy taxonomy of errors distinguish errors into four categories : Misinformation, Misorderings, Addition, and Omission. In this study, I identify the errors based on it.

There are 230 errors found. 75,22% of finite errors is found in the error category 'misinformation', 0,87% of finite erorrs is found in the category 'misorderings', 1,74% of finite errors is found in the category 'addition', and 22,17% of finite errors is found in the category 'omission'.

The most frequently occured is error category 'misinformation'. Most of the finite errors caused by the errors in using tenses. As recount text uses past form as the tenses, but most of the students used present form as the tense. Some

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of the finite errors also caused by the incorrect used of appropriate words. Error category 'misorderings' and 'addition' are the least frequent. In addition, error category 'omission' moslty caused by the omission of the finite ,verb, and subject.

5.2. Suggestions

Furthermore, before ending this study, I want to contribute some suggestions for further research on error analysis.

(1) The coming researchers might investigate the other kinds of errors. Since during the analysis, I only focused on the Finite Errors, while there are other kinds of errors that can be analysed.

(2) The students should have more exercises and should encourage themselves in using correct finite in writing recount text.

(3) Teachers should be more aware of students' errors and help them solve their errors.

(4) Finally, I hope that this study can give a useful contribution to the study of error analysis.

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