



Analyzing Errors In Recount Text Written By The Third Year Students Of SMAN 1 Pinrang

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Abstract. This research aimed to find out the most frequent errors that the students made in writing recount text. This research used descriptive method with quantitative data analysis technique to answer the proposed question. The scope of the research was limited to the grammatical analysis and the mechanics of writing components to the forty recount texts written by the third year students of SMAN 1 Pinrang. The errors were classified into nine categories: errors in using verb form; subject-verb agreement; the use of article; the use of preposition; noun pluralization; the use of pronoun; the use of conjunction; spelling and punctuation. There were 704 errors that the researcher found. The research findings indicated that the most frequent errors made by the students were in using verb form, punctuation, preposition, spelling, noun, article, and pronoun. It could be inferred that the students have not mastered the grammar well. They face a lot of problems in English language generally and particularly in writing the English language.

Keywords: Error analysis, Recount text.

Abstrak. Penelitian ini bertujuan untuk menemukan kesalahan yang paling sering dibuat oleh siswa dalam penulisan teks recount. Penelitian ini menggunakan metode deskriptif dengan teknik analisis data kuantitatif untuk menjawab pertanyaan yang diajukan. Ruang lingkup penelitian dibatasi pada analisis tata bahasa dan komponen-komponen penulisan terhadap 40 teks recount yang ditulis oleh siswa kelas III SMAN 1 Pinrang. Kesalahan yang ditemukan dikelompokkan menjadi sembilan kategori: kesalahan dalam menggunakan bentuk kata kerja; kesesuaian antara subjek dan kata kerja; penggunaan artikel; penggunaan kata depan; penjamakan kata benda; penggunaan kata ganti; penggunaan kata hubung; ejaan; dan pemberian tanda baca. Sebanyak 704 kesalahan yang ditemukan oleh peneliti. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering dilakukan oleh siswa adalah penggunaan bentuk kata kerja, penggunaan tanda baca, penggunaan kata depan, ejaan, penjamakan kata benda, penggunaan artikel, dan penggunaan kata ganti. Dapat disimpulkan bahwa siswa-siswa belum menguasai tata bahasa dengan baik. Mereka menghadapi banyak masalah dalam berbahasa Inggris secara umum dan dalam menuliskan bahasa Inggris secara khusus.

Kata kunci: analisis kesalahan, teks recount.

INTRODUCTION

Writing is getting more and more essential today, while in the process of teaching and learning English, writing ability is the most difficult and

complicated language skill to be learned almost by the students in every level of education. Heaton (1988: 135) stated that the writing skills are complex and sometimes difficult to teach,

requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Ironically, even though writing is perceived to be the hardest skill to acquire, it is becoming more demanding in the age of entire communication via email and other communicative technologies. Santos (2000) in Watcharapunyawong explains that “there are three reasons making writing increasingly essential which are 1) more international linguists are promoting writing as their field of specialization, 2) more articles and journals are being published in English, and 3) more international students are pursuing their degrees in English speaking countries”. Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph, at the same time with good English grammatical. It can be said that, in composing a good writing, the writer should consider some components such as grammar, mechanics, organization, vocabulary, purpose, audience and content, Raimes (1983). These are the important things that should be mastered by the students before writing. Grammar is the main component in language learning. Having a good grammar system of a language, will help the students in delivering their ideas, messages and feelings either to the listeners or the readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. The students need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

The students cannot avoid errors because errors mostly occur in learning process. Littlewood (1992) stated that making errors during studying the second language can be considered as a means of building learners’ abilities. Therefore, it is important to analyze the errors because by learning the errors there are many advantages for example, Sercombe (2000) explained that error analysis serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. In addition, Weireesh (1991) also argued that error analysis is a valuable aid to identify and explain difficulties faced by learners. It serves as a reliable feedback to design a remedial teaching method. Moreover, it can be said that error analysis is the best tool for describing and explaining errors made by the students. By investigating students’ written work,

it will provide a means to help the teachers to recognize the importance of errors as one of the challenging areas in teaching English.

Based on the statement above the researcher realized the importance to error analysis in the students’ writing. That’s why the researcher interested to conduct this research. Based on the curriculum, recount text was being taught at the first year and the second year, so the third year students had understood how to write a recount composition in English. Therefore the title of this thesis was “Analyzing Errors in Recount Text Written by the Third Year Students of SMAN 1 Pinrang in 2013/2014 Academic Year”

Literature Review

Error analysis is not a new theory, but it has still proven to be very useful and practical in language teaching. That is why in recent years many English teachers and educators are still researching error analysis, either empirically or just theoretically.

Definition of Grammar

Grammar has several meanings and descriptions attempted by linguists. Different experts define the term grammar differently. Harmer (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. In line with this, Leech (1982: 3) stated grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. For that purposes, Purpura (2004: 6) argued that grammar as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. this is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

Definition of Writing

There are some definitions of writing according to many experts. According to Hornby (1987: 996) writing is to make letters or other symbols on a surface, it means that writing is the representation of language in a textual medium through the use of a set signs or symbols (known as writing systems). In other word, writing is not only combinations of letter, which relate to the sounds made when people speak, but writing is more than production of these graphic symbols. The graphic symbols must be arranged in such a way according to certain convention to form words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or

passages. Ron (1987:10) stated writing is discovery process, it involves discovering ideals, discovering how to organize them and discovering what that you want to put ever to your reader.

Purpose for Writing

Voss and Keene (1992: 2-3) write why we should bother with writing and purposes for writing as follows:(1)Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.(2)Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language.(3)Writing creates reading. Writing creates permanent, visible record of our ideas for others to read and ponder. Writing is powerfull means of communication for reading information and shapes human thought.(4)Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.

Writing Components

There are some writing components that should be considered by a writer before begins to write. According to Raimes (1983), there are eight writing components that should be considered by a writer in order to produce good writing. The components are:Grammar: rules of verbs, agreement, pronouns.Mechanics: handwriting, spelling, punctuation.Organization: paragraphs, topics, and supports, cohesion and unity.Word choice: vocabulary and idiom.Purpose: reason for writing.Audience: reader(s).The writer's purposes: getting ideas, getting started, writing drafts, revising.Content: relevance, clarity, originality, logic.

In addition, Heaton (1988: 135) said for writing good prose there are five general components or main areas as follows: Language use: the ability to write correct and appropriate sentences;Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively;Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

Error Analysis

According to James (1998: 1) “error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language”.In addition, Richards et al. (1973: 96) stated that error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis. Another concept of error analysis is given by Brown (1980: 166), he defined error analysis as the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner.

Cause of Errors

Norrish (1987: 8) classified cause of error into three types that is carelessness, first language interference, and translation. Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habit the old ones will interfere the new ones. This cause of errors is called first language interference.Translation. It is one of the causes of error. This happen because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.Another expert who discussed the sources of is Richard in Schumann and Stenson in his article “Error Analysis and Second Language Strategies”. He classifies sources of errors into six points:Interference, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source of language to the target language.Overgeneralization, that is an error caused by extension of target language rules to areas where they do not apply.Performance error, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.Markers of transitional competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language

learning process (by analogy with first language acquisition) Strategy of communication and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so. Teacher-induced error that is an error resulting from pedagogical procedures contained in the text or employed by the teacher. (Richard, 1973: 32).

Recount Text

There are some definitions about recount text from some language experts. Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order (Seaton, 2007). Recount text reconstructs past experience. A Recount is the unfolding of a sequence of events over time to keep the past alive and to interpret experience to tell what happened (Derewianka, 1946: 14). In addition, Knapp and Watkins (2005:223) stated that recounts are sequential texts that do little more than sequence a series of events. In exploring how texts work (Derewianka (1990: 15-17) there are three types of recount. They are:

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly at the end.
- c) Details are often chosen to add interest or humor.

2) Factual Recount

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- a) Use of third person pronouns (he, she, it, they).
- b) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

- d) Mention of personal feelings in probably not appropriate.
- e) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g) The passive voice may be used (e.g. the breaker was filled with water).
- h) It maybe appropriate to include explanations and satisfactions.

3) Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...). Language features of imaginative recount are:

- a) Usually written in the first person
- b) It may be appropriate to include personal reactions.

Generic Structure of Recount Text

According to Derewianka (1990: 15) the recount generally begins with an orientation, giving the reader or listener the background information needed to understand the text (i.e. *who* was involved, *where* it happened, *when* it happened). Then the recount unfolds with a series of events ordered in a chronological sequence. At various stages there may be some personal comment on the incident (e.g. we had a wonderful time) it called re-orientation. the re-orientation expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later. In exploring how texts work Derewianka (1990: 15) stated the language features of recount text as follow:

- 1) Specific participants (Mrs Brady, our dog, the shopkeeper)
- 2) Use of simple past tense (she smiled, it barked, he pointed)
- 3) Use of action verbs [material processes] (went, climbed, ate)
- 4) Use of linking items to do with time (on Wednesday, then, at the same time, next, later, before)
- 5) Details irrelevant to the purposes of the text should be avoided.

METHOD

This research used descriptive quantitative research. The method was used to describe the errors made by the third year students of SMAN 1 Pinrang in writing recount text. The subject population of this research was the third year students of SMAN 1 Pinrang in 2013-2014 academic year. There were nine classes that consist of six exact classes and three social classes; each class consisted of 40 students. The total number of subject population was 360 students. The researcher used purposive sampling method. According to Gay (2006: 113) purposive sampling is the process of selecting a sample that is believed to be representative of a given population. It meant that the researcher purposively selected the participant or the class that she believed would yield a good recount text. In addition, the English teacher suggested the class based on her observation during teach the class. The sample was 40 students of XII IPA 2 which consisted of 31 girls and 9 boys, it meant that there would be 40 recount texts to be analyzed. Most of the sample was 16 - 17 years old and all of the sample have studied English for 6 – 9 years.

The instrument of this research was written test. The researcher asked the students to write unforgettable experience in their life (Personal Recount). Recount text is being taught at the first and second year, so the third year students had a good understanding about recount text especially personal recount. The students were given 60 minutes to do the test in the classroom. The text should be composed at least 3 paragraphs (Orientation, Event and Re-Orientation) which consist of 200 – 300 words. The researcher took the result of the students' recount writing to become primary data which would be analyzed in term of finding the errors. The researcher classified the errors into nine categories: verb forms, subject-verb agreement, article,

preposition, noun, pronoun, conjunction, spelling and punctuation.

In analyzing the data, there were some steps had been done by the researcher, it was modified from Ellis (1997: 15-19) as followed:

1. Identification of errors
In this step, the researcher identified or found out the students' errors by reading the students' worksheet one by one and then underlining their errors.
2. Classification of errors
In this step, the researcher stated the classes of the errors that have been found into 9 categories, they were: Errors in using verb forms; subject-verb agreement; the use of article; the use of preposition; noun pluralization; the use of pronoun; the use of conjunction; spelling; and errors in punctuation.
3. Tabulating the result
In this step, the researcher tabulated the result of the students' errors In order to see how many students did those errors.
4. Calculating the errors
In this step, the researcher calculated the errors in order to know how frequent those errors have been made by the students. the researcher used descriptive analysis (percentage).

The formula was:

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

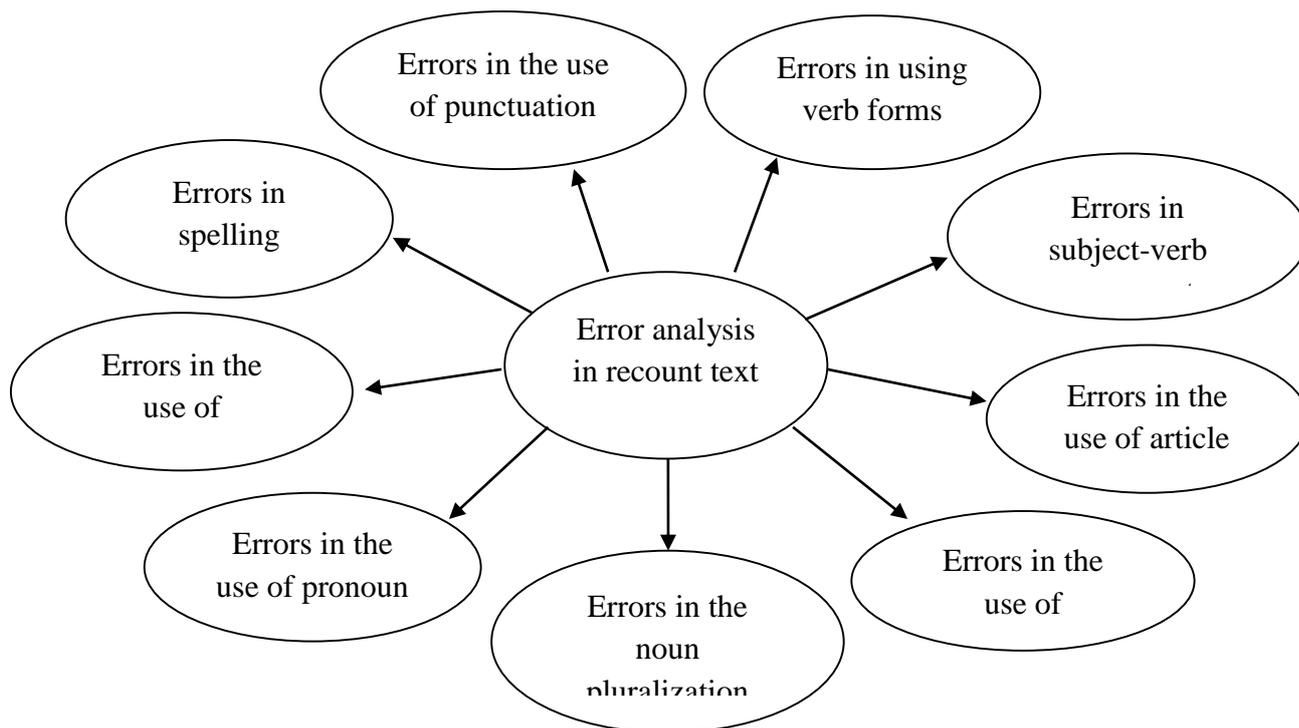
Where:

- P = percentage of each error
Fq = number of frequency
N = total sample

FINDINGS AND DISCUSSION

Findings

The following table showed the total of students' error and the percentage of students' errors in writing recount text:



No.	Errors Classification	Total Errors	The number of students who made the errors	Percentage
1.	Errors in using verb form	225	37	92.5 %
2.	Errors in punctuation	147	34	85 %
3.	Errors in using preposition	82	34	85 %
4.	Errors in spelling	85	30	75 %
5.	Errors in noun pluralization	47	27	67.5 %
6.	Errors in using article	43	23	57.5 %
7.	Errors in using pronoun	45	21	52.5 %
8.	Errors in using conjunction	17	15	37.5 %
9.	Errors in subject-verb agreement	13	9	22.5 %

Based on the table above, the total errors that the researcher found from 40 students who become sample in this research were 704 errors. 37 students made errors in using verb form and the total errors were 225, the percentage was 92.5%, it was the highest errors that the students made. 34 students made errors in punctuation and preposition and the total errors were 147 in punctuation and 82 in using preposition with percentage 85%. 30 students made errors in spelling and the total errors were 85, the percentage was 75%. 27 students made errors in using noun and the total errors were 47, the percentage was 67.5%. 23 students made errors in using article and the total errors were 43, the

percentage was, 57.5%. 21 students made errors in using pronoun and the total errors were 45, the percentage was 52.5%. 15 students made errors in using conjunction and the total errors were 17, the percentage was 37.5%. And 9 students made errors in subject-verb agreement and the total errors were 13, the percentage was 22.5%.

The examples of students' error as followed:

- a. Errors in using verb forms
 - 1) *we still could joined this competition*
[should be : We still could join this competition]
 - 2) *she looks very angry to me*
[should be:She looked very angry to me]
 - 3) *when we were bored with played football, we decided to swim*

- [should be: When we were bored with playing football, we decided to swim]
- 4) *I can't took it anymore*
[should be: I couldn't take it anymore]
- 5) *my sister doesn't had money*
[should be: My sister didn't have money]
- b. Errors in punctuation
- 1) *everyone stopped to laugh. they checked their phone.*
[should be: Everyone stopped to laugh. They checked their phone]
- 2) *in the afternoon we went to the river.*
[should be: In the afternoon, we went to the river]
- 3) *I was alone, And I was afraid*
[should be: I was alone, and I was afraid]
- 4) *I was very tired. however. I think it was really fun*
[should be: I was very tired. However, I think it was really fun]
- c. Errors in using preposition
- 1) *they thought it was on June*
[should be: They thought it was in June]
- 2) *I went _____ camping*
[should be: I went to camping]
- 3) *I was in junior high school*
[should be: I was at junior high school]
- 4) *at class all friends laugh at us*
[should be: In the class all friends laugh at us]
- 5) *my friend celebrated my birthday with giving surprise*
[should be: My friend celebrated my birthday by giving surprise]
- d. Errors in spelling
- 1) *they gave me a birthday surprice*
[should be: They gave me a birthday surprise]
- 2) *firs, like an ordinary daughter*
[should be: First, like an ordinary daughter]
- 3) *last weekend*
[should be: Last weekend]
- 4) *thirty minutes lates*
[should be: Thirty minutes later]
- 5) *with my neighbor*
[should be: with my neighbor]
- e. Errors in noun pluralization
- 1) *I had to ask many question*
[should be: I had to ask many questions]
- 2) *we brought some foods and beverages*
[should be: We brought some food and beverage]
- 3) *two month ago, I and my group have Indonesian task language*
[should be: Two months ago, I and my group have Indonesian task language]
- 4) *one months ago, my friends and I went to camping*
[should be: one month ago, my friends and I went to camping]
- 5) *one years ago*
[should be: One year ago]
- f. Errors in using article
- 1) *I didn't know anything about _____ diary*
[should be: I didn't know anything about the diary]
- 2) *every student who got called from _____ teacher*
[should be: Every student who got called from the teacher]
- 3) *I had _____ bad dream*
[should be: I had a bad dream]
- 4) *I was sitting under _____ mango tree.*
[should be: I was sitting under a mango tree]
- 5) *one and a half hour*
[should be: one and half hour]
- g. Errors in using pronoun
- 1) *my aunt called me in the afternoon, I didn't meet them for a long time*
[should be: My aunt called me in the afternoon, I didn't meet her for a long time]
- 2) *Ita and Mita came earlier than I*
[should be: Ita and Mita came earlier than me]
- 3) *one of my friends that sat behind me*
[should be: One of my friends who sat behind me]
- 4) *he asked me to see something in him phone*
[should be: He asked me to see something in his phone]
- 5) *I hope to one day*
[should be: I hope that one day]
- h. Errors in using conjunction
- 1) *also, I had to ask many questions*
[should be: And, I had to ask many questions]
- 2) *and than, I went to the dining room*
[should be: Then, I went to the dining room]
- 3) *we felt so tired that we decided to eat*
[should be: We felt so tired so we decided to eat]

- 4) *I felt so happy that I could have a vacation*
[should be: I felt so happy because I could have a vacation]
 - 5) *he got the first place in physics competition with he was the only one who got the positive point*
[should be: He got the first place in physics competition and he was the only one who got the positive point]
- i. Errors in subject-verb agreement
- 1) *suddenly, she slapped my face then _____ started crying*
[should be: Suddenly, she slapped my face then she started crying]
 - 2) *they _____ so disappointed*
[should be: They were so disappointed]
 - 3) *his parent were very angry*
[should be: His parent was very angry]
 - 4) *their my best friend*
[should be: They are my best friend]

Discussion

The students' grammar mastery and writing ability at SMAN 1 Pinrang were still low, the frequency of the errors that made by students reached 92.5 % in using verb forms, 85 % errors in using punctuation and preposition, 75 % in spelling, 67,5 % errors in using noun, 57.5 % in using article, 52.5 % errors in using pronoun, 37.5 % errors in using conjunction and 22.5 % in subject-verb agreement.

The findings found that the most frequent error made by the students was error in using verb forms. There were 37 students made this error with the percentage 92.5 %. In using verb, there are some rules that have to be obeyed, such as the form of the sentence whether it is in active or passive, the tense of the sentence, transitive and intransitive verb, finite and non-finite verb, auxiliary verb and linking verb. Since, the students were asked to write recount text, it meant that the tense that used was past tense. The researcher found that some students failed to put verb 2 in their composition. They confused to use the tense correctly. They also failed to put verb 1 after modal and they couldn't differentiate whether use active and passive voice. In using punctuation, the researcher found that the students didn't aware about which word they should use the true punctuation and whenever select the punctuation mark. In using preposition, the researcher found that the students couldn't differentiate whether use "on, in, and at" in their composition. In using noun, the researcher found

that the students failed to recognize whether countable and uncountable noun and which word referred to singular and plural noun. In using article, the researcher found that the students couldn't differentiate whether use definite and indefinite article. In using pronoun, the researcher found that the students failed to use personal pronoun, interrogative pronoun, demonstrative pronoun and reflexive pronoun. In using conjunction, the researcher found that the students failed to use the correct conjunction to connect word, phrase, even clause. Moreover, in subject-verb agreement, to construct a correct sentence structurally, the verb must agree with the subject. Thus, the students must be able to identify the subject whether it is singular or plural. The researcher found that some students failed to identify whether the subject is singular or plural, so that it made the students failed to produce the correct form of the verb.

The findings found by the researcher were similar with what the previous researchers found, Zheng and Park (2013), Khansir (2013), Watcharapunyawong and Usaha (2012), Ikhwana (2008), Ramba (2007) and Gunatang (2005) that the second and foreign language learners were not aware of rules of English writing. It generally felt that the second and foreign language learners face a lot of problems in English language in general and in particular in writing the English language. That's why error analysis is very important in students writing, as Corder (1974: 125) viewed "the study of error is part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of the acquisition of the mother tongues. It provides us with a picture of linguistic development of a learner and may give us indications as to the learning process". Moreover Corder (1973: 262) argued that studying student's errors also has some advantages for foreign language teachers: Errors provide feedback; they tell the teachers something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus need further attention. In terms of broader planning, they provide the information for designing a remedial syllabus or a programme of re-teaching.

In addition, based on the findings and previous related studies, the second language learner of Chinese, Korean, Iran, Indian, Thai, and Indonesian have difference in the most frequent errors that they made in their composition. The most frequent error of Chinese

and Korean students was error in using verb, noun, preposition and article. The students of Iran did the most frequent error in punctuation and the minimum error was in conjunction. In India the most frequent error that the students made was in the use of article and the minimum error was in spelling. Whether, in Thai, the most frequent error that the students made in narrative writing was error in verb tense, then in descriptive writing was in article and the last, in comparison writing was in error in noun pluralization. However the students of Indonesia particularly at SMAN 1 Pinrang made the most frequent error in using verb form, punctuation, preposition, spelling and noun pluralization.

The researcher assumed that those errors caused by mother tongue interference or Indonesian language, some students before wrote an English sentence, they made a draft in Indonesian language, then they translated into English language, it made them usually make errors, for example: *I went to the living room and I found everyone at there.*

In addition to the nine categories that the researcher analyzed, the researcher found that some students usually used inappropriate vocabulary, the students failed to recognize which one the vocabulary that they should use appropriate with the context of the sentences. Therefore, the researcher suggested for the next researcher to add the kinds of error that the students usually made in construct English sentences.

Moreover, the researcher found that some students didn't follow the instructions from the researcher. Their compositions were not appropriate with the instrument of the research such as the total of paragraph that should consist of three (orientation, event and reorientation) and the total of words that should consist of 200-300. However, those problems were not a constraint for the researcher, because the students' composition based on their own unforgettable experiences.

Conclusion

Based on the findings and discussions of the previous chapter in this study, the researcher concluded that the most frequent errors made by the third year students of SMAN 1 Pinrang in writing recount text was in using verb form, punctuation, preposition, spelling, noun, article, and pronoun. According to the findings, it can be inferred that the students have not mastery the grammar well. They face a lot of problems in

English language in general and in particular in writing the English language.

SUGGESTION

Based on the result of data analysis and conclusions, the researcher puts the following suggestions:

1. To reduce the errors in students' writing, the students should learn more about verb, punctuation, preposition, spelling, noun, article, pronoun, conjunction and subject-verb agreement.
2. The English teacher should improve their techniques in teaching by preparing systematic materials to reduce the errors which are always made by the students.
3. teacher should give more easily understood explanation in order to make the students more interested in learning English, especially grammar.
4. The teacher should give more exercises in applying grammar not only by giving the theory of grammar.
5. In writing class, the teacher should give more writing exercises to the students. So that, they will be familiar to English writing forms.
6. Teaching English should not only focus on language skill but also the English elements such as grammar, because English skill is supported by English elements.

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