

ERRORS IN WRITING RECOUNT TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMP N 2 NGEMPLAK BOYOLALI IN 2015/2016 ACADEMIC YEAR

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ABSTRACT

This study was aimed to identify the types of errors made by the eighth grade students of SMP N 2 Ngemplak Boyolali in writing recount text, especially to identify the types of lexical, syntactical, and discourse errors, and to find out the frequency of each type of errors, dominant type of errors, and the sources of errors. The type of this research was descriptive qualitative research. In collecting the data, the writer used elicitation. It consisted of four steps; the writer gave explanation about recount text, asked the students to make recount text with the topic given, read and marked the types of errors in the students writing composition, wrote the erroneous sentences and classified all types of error based on linguistic category and surface strategy taxonomy. The technique for analyzing data were identification of errors, classifying into error types, describing the frequency of error, describing the dominant type of error, analysis of the sources of error and describing the purposed remedial teaching. The result of the study showed that lexical errors was 15,51 % consisting of False friend (similar in meaning), False friend (similar in form), Wrong spelling, and Code switching. Syntactical errors was 79,08 %, consisting of Verb (addition of verb, misuse of verb in past tense, addition of to in present tense), Noun (omission of -s in plural marker, omission of possessive adjective, addition of -s in plural marker), BE (omission of BE, addition of BE in past tense, misuse of BE), Pronoun (omission of -s in possessive pronoun), Phrase (misordering noun phrase), Article (omission of article *the*, omission of article *a* , addition of article *the*), Preposition (omission of preposition, addition of preposition, misuse of preposition), Conjunction (omission of conjunction), Sentence Construction (omission *had* as predicate, omission of subject). Discourse errors was 5,36 %, consisting of generic structure and conjunction. The dominant type of errors was the misuse of verb in past tense. The writer also found two sources of errors, namely Interlingual transfer and Intralingual transfer.

Key words: *Error Analysis, Linguistic Category Taxonomy, Recount Text, Surface Strategy Taxonomy*

INTRODUCTION

English sounds are familiar in our ears since almost all people around the world speak English although it is considered as a foreign language. English becomes an international language. As an international language, English is important for our life.

In Indonesia, English is a foreign language. Although English is a foreign language in Indonesia, English is very important for education. It is an important subject for Junior High School and Senior High School. Even English is one of school subjects which is nationally examined (UN). In Junior High School and Senior High School, the students learn four skills of English

language: reading, listening, speaking and writing. Each skill has its own difficulties.

As one of the four language skills, writing has always occupied a place in most English language courses (Fauziati, 2010: 45). One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. The skill of writing is one of language skills. It constitutes a skill to express ideas, feelings or experience to others in a written form. Writing skill has the same function as speaking skill because both of them are the product. Speaking is to express orally, while writing ideas is to express in written form.

By doing a research related to this topic, the writer found out the errors that were made by the students. It is aimed that from the result of the research, the teacher could improve the strategy that the teachers used, and the students could minimize the errors. Besides that the teacher had to improve the students' writing skill, especially in writing recount text. This research was not the first, there were some researchers who have conducted similar research on errors analysis, which would be explained further in the next part.

LITERATURE REVIEW

According to Richards & Renandya (in Fauziati, 2010), it is generally agreed that writing is the most difficult skill to master for foreign language learners. It is because students do not have opportunity to practice writing. According to Fauziati (2010: 46) there are three paradigms of teaching writing; the

product approach, the process approach, and the genre-based approach. The product approach is a traditional approach of teaching writing in which students typically are provided with a model and encouraged to imitate it in order to produce similar product. The main procedure of the product approach involves imitating, copying, and transforming models provided by the teacher and emphasizing the error free final product (Nunan, 1999) in Fauziati (2010: 46)

According to Walsh (in Fauziati, 2010: 48), proponents of the process approach argue that the procedures of process writing help learners to develop more effective ways of conveying meaning and to better comprehend the content that they want to express. They strongly believe that students can discover what they want to say and write more successfully through the process model as the process approach is viewed as writer centered.

According to Byram (in Fauziati, 2010: 53), Genre-based approach or genre approach is a framework for language instruction based on examples of a particular genre. Nowadays the teaching approach used in junior high school is based on Genre approach. Based on KTSP curriculum, the objectives of teaching writing is to make students able to create short functional texts and simple monolog texts which are descriptive, report, narrative, procedure, and recount.

Recount is one of the text types taught in junior high school. According to Gerot & Wignell (1994: 194), recount text is a text that retells events for the purpose of

informing or entertaining. It tells an event or an experience happened in the past. Recount text consist of orientation, event, and re-orientation. Orientation contains of the character, the place, the time, the events happened. Events tell about what happened and in what sequence. Re-orientation contains the closing of the event and give of a personal opinion.

The complexcity of writing skill makes the students difficult to master it. So, it is needed to find what mistakes the students made. And teacher must have a competence to find the errors. Here, the teacher needs to analyze the errors. Error analysis (EA hereafter) is “ the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language” according to Saville-Troike (in Fauziati, 2009: 135). One of the purposes of conducting error analysis is “ to identify the principles which should guide effective error correction” (James, 1998: 235). Errors “ tell the teacher what needs to be taught, tell the researcher how learning process, and are a means whereby learners test their hypotheses about the second language” (James, 1998: 12).

SMP Negeri 2 Ngemplak is a public school. There are many subjects that the teachers teach in this school. This school teaches not only science, social but also religion subject although it is not islamic-based school. The school emphasizes both discipline and religion as well as academic achievement. Beside that, this school always gives extra programs for the students class VII – IX , like Volley Ball, Basketball,

Reading Qur’an, Music and etc. SMP Negeri 2 Ngemplak is located in Donohudan, Ngemplak, Boyolali.

One of the materials in teaching English of SMP Negeri2 Ngemplak is writing recount text. Recount text is one of the materials that must be studied by students class 8th of SMP Negeri 2 Ngemplak. The teacher gave the example about genre text, such as recount text, descriptive text, and narrative text, and procedure text, then the teacher explained the texts for the students. It was related to the syllabus in application of curriculum 2006. The teaching was aimed to make the students understand them and to improve their writing skill, especially to build good sentences based on grammatical features. Although the teacher explained the materials, the students still often made errors in their sentences. They still got difficulties to write sentences to make a paragraph or to answer the questions. The following sentences were written by the students:

- Last month the *student* of eighth grade *go* to Bandung for a holiday.
- We *buy* many *souvenir* there.
- We very tired *and* happy.
- I *feel* dizzy.
- Cibaduyut is big store.

In the first sentence of the example above, the student used wrong past form of the word *go* and ommit the plural form of *s*. In the second sentence the student used wrong past form of the word *buy*. This sentence also has ommision of plural form *s*. In the third sentence, it has ommision of *to be* in the sentence. The student used inappropriate conjunction *and*. The fourth sentence is almost similar

with the first and second sentences, the student used wrong past form of the word *feel*. In the last sentence, student omitted article *a*.

The correct sentences should be as follows:

- Last month the *students* of eighth grade *went* to Bandung for a holiday.
- We *bought* many *souvenirs* there.
- We *were* very tired *but* happy.
- I *felt* dizzy.
- Cibaduyut is *a* big store.

Based on the error analysis above, the writer got more detail data that could be used by the teacher to minimize the students error in writing recount text. The difficulties made by the students were in to be, past tense, plural, omission of article, and conjunction and etc. So, it was important to give remedial teaching for those aspects. Remedial teaching is a form of learning to remedy, treat, and fix students which have some problems on their learning to be better. Remedial teaching is the important thing to reach an optimal result of learning English for the unsuccessful students on their general test.

The writer tried to compare with previous studies. There were five previous study related to this research. First, Karmilasari (UMS, 2012) entitled "Errors in Writing Recount Text by the Seventh Year Students of SMP Negeri 3 Colomadu". She classified the errors into three types. They were lexical errors (article, preposition, to be, noun, pronoun, verb, adverb, modal, inappropriate vocabulary, misspelled, word order), syntactical errors (the use of subject, and object), and

discourse errors (generic structure and language feature). The differences between current study and previous study were that there were not errors of modal, inappropriate vocabulary, the use of subject and object.

Second, Tri Septiana Ningsih (UNS, 2014) entitled "An Error Analysis on the Students' Writing of Recount Text (the Case of the Eighth Grade Students of SMP Negeri 16 Surakarta in Academic Year 2013/2014)". She classified the errors into four types. They were addition errors, omission errors, misformation errors, and misordering. The differences between the current study with previous studies were that the current study does not find out misformation errors.

Third, Sri Widian Hartati (STKIP Siliwangi Bandung, 2013) entitled "Analysis of Students' Error In Writing Recount Text at the First Grade of MA Yanuris Ciranjang". She classified errors into four types. They were addition type, omission type, misformation type, and misordering type. The differences between the current study with previous study were that in the current study misformation errors was not found. Moreover, the previous study did not discuss sources of errors.

Fourth, Wiwin Wahyuningsih (UMS, 2014) entitled "Interlanguage Errors in Recount Text Made by Second Year Students of SMP N 1 Japah in 2013 /2014 Academic Year". She classified the errors into three types. They were lexical level (wrong spelling, false friend, misselection, article, and code switching),

Syntactical level (the use of tense, preposition, word order, to be, pronoun, noun, subject, modal, conjunction), and Discourse level (generic structure and inappropriate pronoun). The differences between the current study with previous study were that in the current study modal and inappropriate pronoun were not found.

Fifth, Retno Widiastutik (UMS, 2015) entitled “Interlanguage Errors in Writing Recount Text Made by the Second Grade Students of SMP AL-ISLAM Kartasura”. She classified the errors into three. They were lexical error (wrong spelling, false friends in homophone, and code switching), syntactical error (phrase, the use of verb, Be, pronoun, object, the use of preposition, the use of noun, the use of adverb, literal translation), and discourse error (generic structure, and component of discourse include reference and conjunction). The difference between the current study with previous study was that the current study did not find out false friends in homophone, the use of object, literal translation and component of discourse including reference.

RESEARCH METHOD

The writer used a descriptive qualitative research. According to Moleong (1998: 2) descriptive qualitative research is a type of research that does not include calculation or enumerating. The writer used descriptive qualitative research because the writer wanted to identify the types of morphological error, syntactical error, and discourse error, the frequency of error,

dominant of error, and sources of error from writing recount text made by the eighth students of SMP N 2 Ngemplak academic year of 2015/2016.

The data of this research were the erroneous sentences and paragraphs made by the eighth grade students of SMP Negeri 2 Ngemplak Boyolali in 2015/2016 academic year. The data sources of this research were the composition made by the eighth grade students of SMP Negeri 2 Ngemplak in 2015/2016 academic year. They consisted of 60 students' work sheet. The writer used the documentation as the data sources. There were three of seven classes. The writer took classes VIII E, F, and G. Class VIII E and VIII F consisted of 36 students. Class G consisted of 35 students.

In collecting data, the writer used elicitation method. Elicitation method is used to elicit students to produce language. According Nunan (in Fauziati, 2002: 135) “elicitation that elicitation techniques vary enormously in scope, aim, and purpose.”

The steps of collecting the data in this research were as follows;

- a. First, the writer asked the students and gave explanation about recount text around 20 minutes.
- b. The writer asked the students to make recount text with the topic given, and then the students made recount text around 60 minutes.
- c. The writer identified the writing production by the students, and then the writer read and marked the types of errors in the students work. After this step, the writer could find the erroneous sentences.

d. In the last step, the researcher wrote the erroneous sentences and classified all types of error based on linguistic category and surface strategy taxonomy.

Then, the writer analyzed the collected data into six steps, namely: identification of errors, classifying the errors, describing the frequency of errors, describing the dominant type of errors, describing the sources of errors, and describing the purpose of remedial teaching.

FINDINGS AND DISCUSSION

In this part, the writer discussed the research findings based on the errors made by the eighth grade students of SMP Negeri 2 Ngemplak Boyolali in academic year of 2015/2016. The writer analyzed and classified the types of errors based on linguistic category taxonomy and surface strategy taxonomy.

The writer categorized the research finding into six types. They are type of lexical errors, type of syntactical errors, types of discourse errors, the frequency of each type of errors, the dominant type of errors, and sources of errors.

a. Types of Lexical Errors

Based on the research findings, the writer found errors in lexical level. They were false friend (similar in meaning), false friend (similar in form), wrong spelling, and code switching.

1) False friend (similar in meaning)

The writer found that the total of false friend (similar in meaning) errors are 9 sentences. For example:

At 18.30 p.m I had lunch in a Dinner restaurant in Bandung.

The sentence above contained error because the student used the word “lunch” to substitute the word “dinner” which was meant “makan siang” for 18.30 p.m in Indonesian. The correct word should be “dinner”.

2) False friend (similar in form)

The writer found the total of false friend (similar in form) errors were 6 sentences. For example:

It took as 1 day to get to us Bandung.

The sentence above contained error because the students used the word “as” instead of “us” because these two words had similar in form, but he/she used it inappropriately. The correct word was “us”.

3) Wrong spelling

Based on the research findings, the writer found 30 sentences having errors of wrong spelling errors. For example:

I am happy went playing volly in Volly the yield with my friend's. field

The students made errors in their spelling *volly* and *yield* in the sentences above. The correct words were *volly* and *field*.

4) Code switching

The writer found that the total of code switching errors were 7 sentences. For example:

Gathering family finishead at 12.30 wib. p.m

The sentence above contained code switching error because the student wrote Indonesian word *wib*. The students used Indonesian word to switch the word which he/she did not understand. The correct word was *p.m*.

b. Types of Syntactical Errors

Based on the research findings, the writer found errors in syntactical level. There were some types of syntactical Errors.

1) The Use of Verb

The use of verb in this research were categorized as addition of verb, misuse of verb in past tense, and addition of *to* in present tense.

a) Addition of Verb

The writer found 5 sentences having errors of addition of verb. For example:

I go ride my motorcycle to

I ride my motorcycle

Tawangmangu.

The sentence above is incorrect because the student used two verbs in one sentence. The correct sentence is by omitting the verb “go”. So the correct sentence was “I ride my motorcycle to Tawangmangu”.

b) Misuse of Verb in Past Tense

The writer found 70 sentences having errors of misuse of verb in past tense. For example:

We go to place vacation.

went

The sentence above contained misuse of verb in past tense because the student wrote the word “go”. The student wrote

the word “go” because the student didn’t understand that the past form of “go” was “went”. The correct word was “went”.

c) Addition of *to* in Present Tense

The writer found 6 sentences having errors of addition of *to* in present tense. For example:
We to depart from 08.00 o'clock.

We depart from 08.00 o'clock.

The sentence contained addition of *to* in present tense because the student wrote “to” in the predicate. This sentence was incorrect because the student add “to” for the sentence. So the sentence was “we depart from 08.00 o'clock”.

2) The Use of Noun

The use of noun in this research were categorized as omission of -s in plural marker, omission of possessive adjective, and addition of -s in plural marker.

a) Omission of -s in Plural Marker

The writer found 14 sentences having errors of omission of -s in plural marker. For example:

After than, I to clean up tool.

After that, I cleaned up the tools.

The sentence above contained omission of -s in plural marker because the student wrote word “tool”. The student omitted -s as plural marker. The correct word was “tools”

b) Omission of Possessive Adjective

Based on the research findings, the writer found 8 sentences having errors of omission of possessive adjective. For example:

I and [] friends got six fish.

my

The sentence contained omission of possessive adjective because the student did not write the word “my”. He/she should add “my” before the word “friends”. The correct sentence was “I and my friends got six fish”.

c) Addition of -s in Plural Marker

The writer found 5 sentences having errors of addition of -s in plural marker. For example:

There were 15 peoples and 5 people

parents to guides us.

The sentence contained addition of -s in plural marker because the student added -s for the word “people” that was actually already in plural form. The correct word was “people”.

3) BE

BE in this research was categorized as omission of BE, addition of BE in past tense, and misuse of BE.

a) Omission of BE

The writer found 12 sentences having errors by omitting BE. For example:

I [] very happy.

was

The sentence contained omission of BE because the

sentence missed BE in past tense after subject “I”. The correct sentence should be “I [was] very happy”.

b) Addition of BE in Past Tense

The writer found 6 sentences having errors of addition of BE in Past Tenses. For example:

I am is very happy.

I am very happy.

The sentence contained addition of BE in past tense because the student used “am” and “is” consecutively after subject. The correct sentence was “I am very happy”.

c) Misuse of BE

The writer found 9 sentences having errors of misuse of BE. For example:

I am very satisfied.

was

The sentence above contained misuse of BE because the student wrote recount text which needed past form whereas he/she used BE present form. The correct sentence was “I was very satisfied”.

4) Pronoun

Pronoun in this research were categorized as omission of -s in possessive pronoun.

a) Omission of -s in Possessive Pronoun

The writer found 8 sentences having errors of omission of -s in possessive pronoun. For example:

On Sunday, I go to my sister house.

sister's

The sentence above contained omission of –s in possessive pronoun because the word “sister” did not have –s in possessive pronoun. The correct word was “sister’s”.

5) Phrase

In this research, the writer categorized phrase into misordering (noun phrase).

a) Misordering (Noun Phrase)

The writer found 29 sentences having errors of misordering (noun phrase). For example:

Gathering family finished at Family gathering
12.30 wib.

The sentence above had misordering (noun phrase) because the student wrote the incorrect word order. The word “gathering family” was word order wrongly. The correct word was “family gathering”.

6) Article

In this research, the writer categorized article into three. They were omission of article *the*, omission of article *a*, and addition of article *the*.

a) Omission of article *the*

The writer found 10 sentences having errors of omission of article *the*. For example:

After than, I to clean up [] tool.

After that, I cleaned up the tools.

The sentence contained omission of article *the* because the student omitted the definite article *the* from the sentence. He/she should

add word “the” after “clean up”. The correct sentence was “after that, I cleaned up [the] tools”.

b) Omission of article *a*

The writer found 11 sentences having errors of omission of article *a*. For example:

I see [] large lake and many a animals.

The sentence contained omission of article *a* because the student omitted the definite article *a* from the sentence. He/she should add word “a” before the word “lake”. The correct sentence was “I see [a] large lake and many animal”.

c) Addition of article *the*

The writer found 11 sentences having errors of addition of article *the*. For example:

I left the home at 10.00 a.m.
I left home

The sentence contained addition of article *the* because the word “home” here did not need article *the*. He/she should omit the word “the” before the word “home”. The correct sentence was “I left home at 10.00 a.m”.

7) Preposition

In this research, the writer categorized preposition into three. They were the omission of preposition, the addition of preposition, and the misuse of preposition.

a) Omission of Preposition

The writer found 15 sentences having errors of the

omission of preposition. For example:

After that we go home [] 16.00

at

a.m.

The sentence contained omission of preposition because it missed preposition “at” before the word “16.00 a.m”. The correct sentence was “after that we go home [at] 16.00 a.m”.

b) Addition of Preposition

The writer found 14 sentences having errors of the addition of preposition. For example:

After that we went to home at 8 p.m.

we went home at

This sentence above contained the addition of preposition because it had the unnecessary preposition “to” before the word “home”. The correct sentence was “after that we went home at 8 p.m”.

c) Misuse of Preposition

The writer found 11 sentences having errors of misuse of preposition. For example:

In Sunday I go to my sister

On

house.

The sentence above contained misuse of preposition because preposition “In” was not suitable for the word “Sunday”. The correct sentence was “On Sunday I go to my sister house”.

8) Conjunction

In this research, the writer categorized conjunction into the omission of conjunction.

a) Omission of Conjunction

The writer found 7 sentences having errors of omission of conjunction. For example:

I stay home [] help my

and

mother.

The sentence above contained omission of conjunction because the necessary conjunction “and” was missing. It might be caused by the lack of knowledge the student had. We need a conjunction to connect words or phrases that have the same grammatical function in a sentence. In this case the correct sentence was “I stay home [and] help my mother”.

9) Sentence Construction

In this research, the writer categorized sentence construction into two types. There were the omission *had* as a predicate and the omission of a subject.

a) Omission *Has* as Predicate

The writer found 7 sentences having errors of omission *had* as predicate. For example:

Before we went home, we []

had

dinner in the Simpang Jaya.

The sentence above contained the omission of *had* as predicate because the student did not understand that before “dinner” there should be a verb. In this case the correct verb was *had*.

b) Omission of Subject

The writer found 7 sentences having errors of omission of subject. For example:

[] *leave the house at 1 p.m.*

I

The sentence contained omission of subject because the sentence missed its subject. In this case the correct sentence was “[I] *leave the house at 1 p.m.*”

c. Types of Discourse Errors

Based on the research findings, the writer found errors in the discourse level. They were generic structure and the component of discourse (conjunction).

1) Generic Structure

The writer found 14 errors of generic structure. For example:

Going to Edupark

{ *Yesterday, I'am and my friend goes to edupark. We leave Orientation the house at 10.00 a.m.*

{ *After to in the in the edupark I'am and my friends last Event playing, take a selfie and happy together. I am is very happy. Fiew in the edupark is very beautiful. Because full green plan. I'am very satisfied.*

Based on the text above, the student made some errors in the generic structure. The student wrote only two elements of the generic structure of the recount text, those were the orientation and the event. The student made these errors because he/she did not know the generic structure of recount text. So, they made some errors.

2) The Component of Discourse (Conjunction)

The writer found 4 sentences having errors of the component of discourse (conjunction). For example:

In Edupark I played ____ my friend took a photo.

The sentence above contained the discourse conjunction error because the student omitted conjunction “and”. The correct sentence was “In Edupark I played *and* my friend took a photo”.

d. The Frequency of Each Type of Errors

The errors were arranged into the table below. The writer found 335 errors made by the eighth grade students of SMP Negeri 2 Ngemplak Boyolali academic year of 2015/2016.

Table 1
Types of Errors

No	Type of Errors	Number of Error	Frequency of Errors %
I	Type of Lexical Errors		
	False Friend (Similar in Meaning)	9	2,69 %
	False Friend (Similar in Form)	6	1,79 %
	Wrong Spelling	30	8,95 %
	Code Switching	7	2,08 %
		52	15,51 %
II	Type of Syntactical Errors		
	The Use of Verb		
	Addition of Verb	5	1,49 %
	Misuses of Verb in Past Tense	70	20,89 %
	Addition of To in Present Tense	6	1,79 %
	The Use of Noun		
	Omission of -s in Plural Marker	14	4,17 %
	Omission of Possessive Adjective	8	2,38 %
	Addition of -s in Plural Marker	5	1,49 %
	BE		
	Omission of BE	12	3,58 %
	Addition of BE in Past Tense	6	1,79 %
	Misuses of BE	9	2,68 %
	Pronoun		
	Omission of -s in Possessive Pronoun	8	2,38 %
	Phrase		
	Misordering (Noun Phrase)	29	8,65 %
	Article		
	Omission of Article <i>the</i>	10	2,98 %
	Omission of Article <i>a</i>	11	3,30 %
	Addition of Article <i>the</i>	11	3,30 %
	Preposition		
	Omission of Preposition	15	4,50 %
	Addition of Preposition	14	4,17 %
	Misuses of Preposition	11	3,30 %
	Conjunction		
	Omission of Conjunction	7	2,08 %
	Sentence Construction		
	Omission Had as Predicate	7	2,08 %
	Omission of Subject	7	2,08 %
		265	79,08 %
III	Type of Discourse Errors		
	Generic Structure	14	4,17 %
	Conjunction	4	1,19 %
		18	5,36 %
	Total	335	99,95 % = 100 %

e. The Dominant Type of Errors

After counting the frequency of errors, the writer categorized the errors into three types. They were lexical errors, syntactical errors, and discourse errors. Here is the explanation:

Firstly, the dominant errors of lexical types was the wrong spelling with total number 30 errors or 8,95 %. Secondly, the dominant errors of syntactical types was the misuse of verb in past tense with total number 70 errors or 20,89 %. Thirdly, the dominant errors of discourse types was the generic structure with total number 14 or 4,17 % of errors. Based on the data above, the writer concluded that the dominant type of error was the misuse of verb in past tense with total number 70 errors or 20,89 % of errors.

f. The Sources of Errors

Based on the research findings, the writer tried to find the sources of errors. The writer found two sources of errors. They were the interlingual transfer and the intralingual transfer.

CONCLUSION

Based on the research findings, it could be concluded that the eighth grade students of SMP Negeri 2 Ngemplak Boyolali made many errors in writing the recount text. In this research, the writer's found 335

errors derived from 60 composition recount text from class VIII E, VII F, and VII G. The writer used linguistic category taxonomy and surface strategy taxonomy to analyze the data.

The result of the research showed that there were 335 errors in three categories, namely: lexical errors, syntactical errors, and discourse errors. Lexical errors consisted of 52 errors or 15,51 %. Syntactical errors consisted of 265 errors or 79,08 %, and discourse errors consisted of 18 errors or 5,36 %. Based on the result of the errors above, it could be concluded that the errors made by most of the students were syntactical errors namely 265 errors or 79,08 %. While the most types of errors made by the students were in misuse verb in past tense, namely 70 errors or 20,89 %. It means that the students did not master the grammar, especially simple past tense. The students often used the first form (present verb) to write recount text. There was an indication that they did not seem to master the grammar aspect well, those resulting in errors committed in their recount text composition. Besides, the students did not understand the syntactical rules in English. So, it could be concluded that there was a lack of competence and knowledge of syntactical rules among the students.

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