AN ERROR ANALYSIS OF USING ACTION VERB IN RECOUNT TEXT MADE BY THE FIRST YEAR STUDENTS OF SMA KARTIKA III-1 BANYUBIRU IN THE ACADEMIC YEAR 2013/2014

GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

In English Department of Educational Faculty

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2015
DECLARATION

Hereby the writer fully declares that the graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other people’s ideas except the information from the references.

The writer is capable to account for her graduating paper if in the future it can be proved of containing other’s idea or in fact, the writer imitate the other graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, January 2nd 2015

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Dear
The Head of
State Institute for Islamic Studies (STAIN)
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Assalamu’alaikum Wr. Wb.
After reading and correcting Muflichatul Ista’in’s graduating paper, entitle AN ERROR ANALYSIS OF USING ACTION VERB IN RECOUNT TEXT MADE BY THE FIRST STUDENTS OF SMA KARTIKA III-1 BANYUBIRU IN ACADEMIC YEAR 2013/2014, I have decided and would like to propose that it could be accepted by educational faculty and I hope this thesis can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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GRADUATING PAPER

AN ERROR ANALYSIS OF USING ACTION VERB IN RECOUNT TEXT
MADE BY THE FIRST YEAR STUDENTS OF SMA KARTIKA III-1
BANYUBIRU IN THE ACADEMIC YEAR 2013/2014

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MOTTO

“No Matter How Many Goals You Have Achieved, You Must Set Your sights on a Higher One”

(Jessica Savitch)

“We can not Help Everyone, but Everyone can Help Someone”

(Ronald Reagan)
DEDICATION

I dedicate this thesis to:

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2. Prophet Muhammad SAW.
3. My big family; my father, my mother, my brothers, my sisters and my nieces.
4. All of my friends in STAIN Salatiga especially TBI E 2010.
5. All of my friends anywhere.
7. The students of SMA KARTIKA III-1 Banyubiru.
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ABSTRACT


Key words: Errors Analysis, Action Verb, Recount Text.

This study deals with the analyzing of errors in using action verb in recount text made by the first year students of SMA Kartika III-1 Banyubiru in academic year of 2013/2014. This study is conducted to analyze the types of errors in using action verb in recount text, to know the dominant errors of using action verb in recount text and presents the solution. This study applies descriptive quantitative method. The object of this study is the first year students of SMA Kartika III-1 Banyubiru. Chosen purposly using purposive sampling from 66 students. The sample is 45 students of the first year. The data of this study is taken from test and documentation. The test is used to get the data about the ability of the students to do the action verb in recount text paragraph. The writer uses the documentation method to obtain the school data like students’ names and school general situations. The students answer is analyzed in order to know the type of errors, the dominant errors, and the solution to overcome the errors. This study shows that 1) the type of errors are over-generalization, ignorance of rule restriction and addition, 2) the dominant errors is shown in errors in applying the action verb in recount text that is 85, 71%, 3) the writer give solution that English teacher can use drilling-pattern of regular and irregular verb to overcome the students’ error.
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CHAPTER 1
INTRODUCTION

A. Background of The Research

As we know that English has a central role in the development of intellectual, emotional, social, and support the success of the study in all fields of the study. In schools, English is one of the most important lessons because it is also examined in the national final examination.

English has been learned by the students since they were in the basic level of education or elementary school. When the students learn English, they focused on the fourth language skills, they are: listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of them are to be improved in the process of teaching and learning English.

Language is a tool of communication. English is one of the foreign language that learned in school in Indonesia and is used by the people for international language in the world. They need English in trading, education or even in science and technology. By using English, people are able to improve the ability to understand any knowledges.

In the process of teaching and learning English, grammar is the most difficult and complicated to be learned almost by the students in every level of education. According to the curriculum in SMA KARTIKA III-1 Banyubiru, the first year students are taught 5 kinds of genre texts, they are
recount, narrative, procedure, descriptive, and news item. The writer only used recount text to be analyzed.

English grammar is more complicated than Indonesian grammar. Grammar is the inclusion of additional grammar areas that are important at the intermediate level (Azar, 1992: xv). Some mistakes are made when the students do not understand well about the English grammar. Commonly the students have grammar mistakes in writing. When the teacher teaches English and do not aware about the students’ mistakes, and the students do not aware about their mistakes, so the students make their mistakes repeatedly.

Carl James (1998:78) said that:

If the learner is inclined and 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 ia a mistake. If, on the other hand, learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.

An error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner (Brown, 2007:258). The Indonesian students that learn English, the errors and mistakes are unavoidable. The errors are sometimes occurred when they apply their English. Errors in language learning are natural. Especially in learning grammar such as learning tenses, pronoun, and preposition, there are many errors committed by the students, for example in the simple past tense, the students make errors such as in following sentences:
The baby cry last night. (incorrect)

The baby cried last night. (correct)

I go to Jakarta yesterday. (incorrect)

I went to Jakarta yesterday. (correct)

Verb is one of part of speech to make good sentence and to make good paragraph. Based on the form of the verb, there are some kinds of verb they are linking verb, action verb, auxiliary verb, and helping verb. Verb in the recount text is verb that past form. According to Risdiyanto (2010: 7), action verb indicates an action done by subject. Verb, in this case is action verb is the key in learning English grammar especially in recount text. Action verb must be learned because the action verb is one of part of speech that used in recount text. Action verbs in the following sentences are in the heavy type: Langston Hughes wrote volumes of poetry. Julia Child makes gourmet cooking fun. A distinguished cinematographer, James Wong Howe, filmed the movie. We listened to the Jupiter Symphony by Mozart. They watch all of Julie Andrews’ movies. She remembered the song (Warriner, 1982: 49).

Recount is the simple text type in the genre, formally recount is sequential text that do little more than sequence series of events (Knapp, 2005: 223).

Moreover, writing is one of the productive skills that should be mastered by the first year students of senior high school. It requires some aspects as a critical thinking, knowledge, and need good understanding on grammar. In this case, the essential part in grammar’s understanding is one of the important aspect that has to be gained in order to make well structured in
writing. Without grammar, a written text would be disorganized and caused some problems like grammatical errors in writing, especially in making a recount text.

In fact, these grammatical errors are commonly occured for them. For example: when they have to do some essay tests, there must be many grammatical errors in their answer sheets. From the explanation above, it was important by the teacher to give error analysis for students. Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors (Brown, 2007: 259). James (1989: 1) stated that error analysis is the process of determining the incidence, nature, causes, and the consequences of unsuccesful language.

From the explanation above, the writer is interested in analyzing the grammatical errors of using action verb in the recount text of the first grade students of SMA KARTIKA III-1 Banyubiru, and carrying out the research entitled: “AN ERROR ANALYSIS OF USING ACTION VERB IN RECOUNT TEXT MADE BY THE FIRST YEAR STUDENT OF SMA KARTIKA III-1 BANYUBIRU IN THE ACADEMIC YEAR 2013/2014”.
B. Problem Statements

To analyze the problems of using action verb in the recount text, for the first year students in SMA KARTIKA III-1 Banyubiru, the writer formulates the problem as follows:

1. What types of errors produced of using action verb in recount text made by the first year students of SMA KARTIKA III-1 Banyubiru in the academic year 2013/2014?

2. What are the dominant errors of using action verb in recount text made by the first year students of SMA KARTIKA III-1 in the academic year 2013/2014?

3. What are the solution must be done by the English teacher to overcome the errors made by the students of using action verb in recount text?

C. The Objectives of The Research

The objectives of this research are as follows:

1. To know the types of errors produced of using action verb in recount text made by the first year students of SMA KARTIKA III-1 Banyubiru in the academic year 2013/2014.

2. To know the dominant errors of using action verb in recount text made by the first year students of SMA KARTIKA III-1 Banyubiru in the academic year 2013/2014.

3. To know the solution must be done by the English teacher to overcome the errors made by the students of using action verb in recount text.
D. The Limitation of The Research

This research is focused on analyzing the students’ ability in using action verb. This thesis deals with analyzing errors of using action verb in the recount text made by the first year students, especially in applying the action verb correctly. The writer wants to limit this research in the errors of using action verb in the recount text.

E. The Benefits of The Research

The benefits of this research are:

1. For the Students:
   a. To know how to use action verb in the recount text.
   b. To reduce misunderstanding about the verb in recount text.
   c. To anticipate the errors they make in the next time.

2. For the Teachers:
   a. To improve the teaching method in English teaching learning process.
   b. To help the teachers to minimize the errors in teaching recount text.

3. For the Researcher:
   a. To add the experiences and knowledges about using action verb.
   b. To help the writer as a candidate teacher who will teach English in recount text.
F. Clarification Of Key Term

To give clear description and avoid misinterpreting the title, the writer gives limitation of the terms as follows:

1. Error

   Error is being wrong as defined in Oxford Dictionary. A noticeable deviation from adult grammar of a native speaker, reflects the competence of the learner (Brown, 2007: 258). According Brown (2007:259) error is indeed reveal a system at work, the classroom language teacher can become so preoccupied with noticing error that the correct utterances in the second language unnoticed. The meaning of error here is students’ mistakes in the use of action verb in recount text.

2. Analysis

   Analysis is study of something by examining its parts (Oxford, 2004: 14). Detailed examination of something, in this case analysis of using action verb in recount text that verb past form. Analysis the students’ errors in applying action verb in recount text.

3. Error analysis

   Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (James, 1998:1). Another shortcoming in error analysis is the an overemphasis on production data (Brown, 2007:259). The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to
reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis (Brown, 2007:259).

4. **Using**

The meaning of using in this case is in applying the correct of action verb in recount text. Using action verb that past form in recount text. Using action verb is essential part because to make recount text need action verb.

5. **Recount Text**

Recount is the simple text type in the genre, formally recount is sequential text that do little more than sequence series of events (Knapp, 2005: 223). Every story, no matter how simple, needs an orientation. Indeed it is impossible to tell a story unless we see that there are characters set up in particular time and place, although many postmodern narratives play with this conventions (Knapp, 2005: 223).

6. **Verb**

Verb is a word or phrase that expresses an action, an event or a state (Oxford, 2008: 492). According Warriner (1982: 48) verb is one of the parts of a sentence base and verb is a word that expresses action or otherwise helps to make a statement.

7. **Action verb**

Action verb is verb indicates an action done by subject (Risdiyanto, 2010:7). According Warriner (1982: 49) action verb is the action
expressed by a verb may be physical action or mental action. Action verb in this case is verb that past form because action verb in recount text.

8. The First year students of SMA KARTIKA III-1 Banyubiru

The First year students of SMA KARTIKA III-1 Banyubiru are those who follows teaching learning activity. The first year students of SMA KARTIKA III-1 as population in this research and about 66 students.

G. Review of Previous Study

In this study the writer takes two previous studies. The first study had been done by Tri Jalu Unggul Pradhotu (2013), entitled “An Error Analysis of Using Simple Past Tense in the Sentence Made by the First Year Students of SMK Negeri 2 Salatiga in the Academic Year 2012/2013.” In his study, he described the kind of error, the many percentage error of using simple past tense in sentence made by the students and the attempts made by the English teacher to overcome the errors. The result of his study showed that the students produce some errors; Over-Generalization, Ignorance of rule, Restriction, and False concept hypotesized.

The second previous study was done by Siti Nur Rosidani (2011), entitled “Grammatical Error Analysis in Recount Texts Written by the Eleventh Grade of Language Class Students of MAN 1 Salatiga in the Academic Year 2010/2011”. In her study, she analyzed about the kind of grammatical errors, the possible causes of the errors that occurs in recount
text written by the eleventh grade of language class. The result of her study showed that the students made a total of 157 and the students still confused in dealing with English grammar systems.

The present study is dealing with error analysis of using action verb in recount text made by the first year students of SMA Kartika III-1 Banyubiru in Academic Year 2013/2014. So, it can be said that the present study is quite different from the previous studies above.

H. The Graduating Paper Outline

This research is organized into five chapters as follows:

Chapter I presents the introduction. It explains the background the research which discusses the reason why the writer wants to analyze the errors of students on using action verb in recount text. This chapter also explain the problem statements, objectives of research, limitation of research, benefits of research, clarification of key term, method research, and graduating paper outline. After that, describing theoritical framework of this research will be the main discussion in the second chapter. The third chapter, research methodology, description the general situation of SMA KARTIKA III-1 Banyubiru, the teachers and staffs as the research object. To explain the sample and population of this research and then technique collection data, analysis data, and presentation data. Chapter IV reports the finding the research. It presents the result of the analysis of collecting data. As the last
chapter of this graduating paper, chapter V consists of closure will divided into two parts, conclusion of the research and suggestions. The last part is bibliography and appendix.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter the writer is going to explain briefly the theoretical framework which include the notion of error analysis, the differences between error and mistake, source of error and explanation about verb, action verb and recount text.

A. Error Analysis

Errors in foreign language teaching especially in English are the cases which are difficult enough to be avoided. The students who learn a foreign language usually find some difficulties in applying the language. The making of errors is unavoidable even if just a little error like misspelling word. It may be caused by the incapability in understanding the differences between source language and target language. Fundamentally, errors occurred because there are different rules between mother tongue and foreign language. The making of errors is a sign that the students have not mastered the rules of the language being learned.

Learning is fundamentally process that involves the making of mistakes (Brown, 2007:257). It is important for the English teacher to realize that errors made by learned need to be analyzed correctly in order to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. Such an analysis becomes the key for foreign language acquisition.
Error analysis is the process of determining the incidence, nature, causes and consequence of unsuccessful language (James, 1998:1). Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors (Brown, 2007: 259).

In another concept, error analysis is an overemphasis on production data (Brown, 2007: 259). Parera in Leksikon Istilah Pembelajaran Bahasa book, stated that errors analysis is sequence of analysis language mistake that is committed by student, trainee/ foreign learner (Parera, 1993:7). According to Sanal (2007:597), errors analysis is a technique to identify, to describe and systematically to explain the learners’ error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students’ errors.

English teachers have to realize that errors made by the students need to be analyzed correctly in order to make learning strategies effectively. It is clear that the errors analysis is a procedure to analyze the error of language that made by learner and used for teacher or researcher.

B. Errors and Mistakes

This thesis deals with a study of error. In order to analyze learner’s errors properly, it is necessary to make distinction between error and mistake.
There are many definitions of error proposed by some linguists. According to Brown, an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner (Brown, 2007: 258). Lado as quotes by Kinsella (1978:60), Errors are indication of the difficulties the learners have certain aspects of the language, which can be explained by the persistence of the habits of the mother tongue and their transfer to the new language.

Corder as quotes by James (1998: 79), errors are the result of some failure of performance. According James (1998: 79), errors, one must assume, are everything that mistakes are not: they are not significance; they do reflect knowledge; they are not self-correctable; and only learners of an L2 make them. Error consistently made by learner. It is common for the learner to make the same error consistently in acquiring the target language. Indonesian students, for example, often make errors in learning English. This is because the rules of English are different from those of Indonesian. As a result, they often have misperception about English. One of the errors made by the Indonesian learner is about phrase. For example “buku tebal”, they tend to translate with “book thick”. Where in both of languages have different rules in adjective phrase. The correct one is “thick book”.

Meanwhile, a mistake as stated by Brown refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly (Brown, 2007: 257). A learner is said to make a mistake when he has noticed the correct form and then he inconsistently gets
it wrong. Accordingly, when committing a mistake, he is normally capable of recognizing and correcting. For example, someone said: “I went to my grandfather home tomorrow, eh... I mean, yesterday”. A mistake may be caused by temporary lapses of memory, confusion, tired, sleepy, or slip of the tongue.

Mistakes are a problematic criterion to apply in practice (James, 1998: 79). According James (1998: 79), mistakes are of no significance to the process of language learning since they ‘do not reflect a defect in our knowledge’ (are not caused by incompetence) but are traceable to performance failure. In other word, a mistake according to Erdogan, (2005:263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance.

C. Sources of Errors

Errors; which are stated by Brown (2007:259), arise from several possible general causes or sources. According Erdogan (2005: 265), there are many descriptions for different kinds of errors, it is inevitable to move further and ask for sources of errors. It has been indicated in the fist part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. The sources of errors can be categorized within two domains they are: interlingual transfer and intralingual transfer (Erdogan: 2005: 265).
1. **The Interlingual Errors**

   It is understood that interlingual errors are those which are caused by the interference of the learner’s mother tongue (Richard, 1974: 173). The interference of mother tongue becomes a major source of difficulty in learning second language. Interlingual transfer is a significant source of error for all learners (Brown, 2007: 263). Interlingual errors may occur at different level such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language (Erdogan: 2005: 265).

2. **Intralingual Errors**

   Intralingual errors are also called developmental errors. Intralingual interference is the negative transfer or item within the target language, or put another way, the incorrect generalization of rules within the target language (Brown, 2007: 265). Richard writes:

   … Intralingual interference … refers to items produced by the learner which reflect not the structure of the mother tongue, but generalization based on partial exposure of the target language (Richard, 1974: 6).

   Intralingual errors are represented by sentences such as *did he comed*, *what you are doing*, *he coming from Israel*, *make him to do it*, *I can to speak French*. Errors of this nature are frequent, regardless of the learner’s language background (Richard, 1974: 173).

   Thus, intralingual errors are the direct result of the learners attempt to create language system he is learning. About the present of
intralingual errors, Richard classify them into four categories, they are as follows:

a. **Over-generalization**

   Over-generalization can be defined as the use of previously available strategies in new situation. Over-generalization covers instances when the learner creates a deviant structure on the basis of his experience of other structure in the target language. For example, *he can sings, we are hope, it is occurs, he come from* (Richard, 1974: 174).

   The first example, that is *he can sings*, here, the “s” ending is generalized. Whereas, the “s” ending is not required anymore when a verb is introduced by to be or auxiliary verb. Another example, the -ed marker, in narrative or in other past contexts, often appears to carry no meaning, since pastness is usually indicated lexically in stories, and the essential notion of sequence in narrative can be expressed equally well in the present, for example: *yesterday I go to the university and I meet my new professor* (Richard, 174: 175).

b. **Ignorance of rule restrictions**

   In this type of error, the learner fails to observe the restriction of existing structure. Once he learned a sentence “*We talked about it*”, he might make a wrong sentence as “*We discussed about it*”. The sentence “*ask him to do it*” produces “*made him to do it*”. It ignores restriction on the distribution of *make* (Richard, 1974: 175).
Make should be followed by infinitive without “to”. The learner mostly ignores the new rule and tends to use the previous structure.

c. **Incomplete application of rules**

Intralingual errors of this category may occur when a learner has to respond immediately to question made by the teacher. Here some example: “How much does it cost?” will be answered “It cost one dollar”. “What does he have to do?” will be answered “He have to do write the address”. “Ask her what the last film she saw was called!” will be replied “What was called the last film you saw?” (Richard, 1974: 178). The learner fails to apply correct English pattern due to the stimulus sentence.

d. **False concept hypothesized**

This is a class of developmental errors which derive from faulty comprehension of distinction in the target language. The learners sometimes encounter confusion in applying some language rules. For example, confusion between too, so, and very, between come and go, and so on. They also often make false concept in hypothesizing the grammatical structure. The form was, for example, may be interpreted as a marker of the past tense, giving one day it was happened, and is may be understood to be the corresponding marker of the present tense: he is speaks French (Richard, 1974: 178).
According to Corder in Emmaryana (2010: 8), errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

1. **Omission**

   Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “I watch the movie last night”. Instead of: “I watched the movie last night”.

2. **Addition**

   Learners not only omit elements which they regard as redundant but they also add redundant element. For example: - I swims - The books is here. Instead of: “I swim” and “The book is here”.

   There are two categories of addition according to Dulay as cited by Mucholimi (2011: 30). Those are:

   a. **Double marking**

      Double marking happens when the learners failed to delete some unnecessary item that identified as error. For example, as in “She does not reads the book.” In the example, there are two tenses marker: “does” and
“reads”. The used of auxiliary and verb seem as such phenomena that be common errors in constructing sentences.

b. Regulation

Regulation occurs when learners confuse to decide the use of regular and irregular form. For instance: “eated” and “childs”. These kind of errors happened when learners use the tense marker –ed in irregular verb or when putting the suffix –s in the noun that do not have the addition –s form.

3. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example: “Fika is smartest than Femy”. Instead of “Fika is smarter than Femy”.

4. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches the inflection –ing to the particle of the two words verb “get up”. Students’ errors may be distinguished as follows:

a. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us.
b. Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners’ traditional competence (Nicos in Emmaryana, 2010: 9).

Norrish in Emmaryana (2010:7) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1. *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.

2. *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 habits the old ones will interfere the new ones. This cause of error is called first language interference”.

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

Another expert who discusses the sources of error is Richards in Schummann and Stenson in his article “Error Analysis and Second language Strategies”. He classifies sources of errors into six points:
1. *Interference*, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language.

2. *Overgeneralization*, that is an error caused by extension of target language rules to areas where they do not apply.

3. *Performance error*, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.

4. *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).

5. *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.

6. *Teacher-induced error* that is an error resulting from pedagogical procedures contained in the text or employed by the teacher (Richard in Emmaryana, 2010:7).

D. Verb

Verb called king, because important part in English. Every sentence must have a verb (Risdianto, 2010:5). A verb is one of the parts of a sentence base. It helps to make a statement about its subject. Some verb do this by expressing the action of the subject. For example: *girl run*; *monkey chatters*; *sun sets*. Other verbs help to make a statement without expressing action. For example: *I am an eighth-grader; this is good; she seems happy* (Warriner,
A verb is a word that expresses action or otherwise helps to make a statement (Warriner, 1982: 48). Verb is word that expresses action that do by someone or something and show situation for example: Adnan comes from Egypt, His nephew studies in Japan (Solahudin, 2009: 75).

In another word, the verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences - statements, questions, commands, exclamations (Frank, 1972: 47). Like the noun, the verb has grammatical properties of person and number, properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech. These properties are: tense, voice, mood, aspect.

According Wren and Martin (2000: 65), a verb is a word that tells or asserts something about a person or thing. Verb comes from the Latin verbum, a word. It is so called because it is most important word in a sentence.

E. Action Verb

Most grammar experts define that verb is an action word that shows action. The reason that the verb indicates an action that is performed by subject. Whereas, not all verbs show an action. There is also a verb that show a condition of subject. Verb that expresses an action by subject is called action verb, while verb that expresses condition of subject is called state verb, or called verb be. For example: Action verb: Hasan plays football everyday,
Harjono works very hard in his office. Verb be: The secretary is smart and beautiful, His family was very happy (Risdianto, 2010: 8).

Action verb is the action expressed by a verb may be physical action or mental action. Physical action: jump, shout, search, carry, run. Mental action: worry, think, believe, imagine (Warriner, 1982: 49). An action verb is a verb that describes an action, like run, jump, kick, eat, break, cry, smile, or think. Langston Hughes wrote volumes of poetry. Julia Child makes gourmet cooking fun. A distinguished cinematographer, James Wong Howe, filmed the movie. We listened to the Jupiter Symphony by Mozart. They watch all of Julie Andrews’ movies. She remembered the song (Warriner, 1982: 49).

When using action verbs, the sentence structure will be: subject + action verb + object or complement. Here are examples of action verb in sentences: 1. Greg is kicking the ball. (the action verb is kick. It describes what Greg is doing). 2. The wind blows constantly in Chicago. (the action verb is blows. It describes what the wind does). 3. He accepted my apology (the action verb is accepted. It describes what he did).

F. Recount Text

1. Definition of Recount Text

Recount is the simple text type in the genre, formally recount is sequential text that do little more than sequence series of events (Knapp and Watkins 2005: 224). Every story, no matter how simple, needs an orientation. Indeed it is impossible to tell a story unless we see that there
are characters set up in particular time and place, although many postmodern narratives play with this conventions (Knapp and Watkins 2005: 224). In simple recounts the orientation stage need only be a sentence.

Recount text is the a kind of text to retell the series or event which happened to the participant in the past ( Muliana, 2013: Journal of English Language Teaching). According Derewianka (1990: 14), Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

According Priyana ( 2008: 19) Recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that rounds of the sequence of events.

From the explanation above the writer conclude that recount text is a kind of a story that retell us about an event, an experience, or an action that happened in the past and it has been proved the truth. It is the unfolding sequence of events over time, and the purpose is to tell what happened. It begins by telling the reader who has the involved, where the
event took place and when the event happened. Related the purpose telling past event, past tense must be utilized in recount text.

2. **Generic Structure of Recount Text.**

According Lewis (2002: 4) recounts usually consist of:

a. Orientation (a scene setting opening): Introducing the participants, place and time. Example: I went on a visit to the museum. Our class planted some seeds.

b. Events: describing series of event that happened in the past. Example: I sat with Sarah on the bus. We put soil in four pots.

c. Reorientation (a closing statement): It is optional. Stating personal comment of the writer to the story. Example: When we got back from the trip we wrote about it. The seeds with soil, light and water grew best.

3. **Language Feature of Recount Text**

a. Introducing specific participants: Mrs. Brady, the shopkeeper, our dog.

b. Using of chronological connection; then, first, etc

c. Using of linking items to do with time: on Wednesday, then, at the same time, next, later, before.

d. Using of action verb; look, go, change, etc

e. Using of simple past tense

4. **Kinds of Recount Text**

According Derewianka (1990: 15), there are three types recount text, they are:
a. **Personal Recount**

Personal recount retell of an activity that the writer or speaker has been personally involved in, for example: oral anecdote, diary entry. Personal recount use of the first person pronouns (I, we), personal responses to the events can be included, particularly at the end, detail are often chosen to add interest or humour.

**Example of personal recount** (Sukandari and Sahar, 2009: 86):

I had just got into bed about half past eleven when I felt the tremor. The bed started to tremble and I noticed the electric light, which was hung on the ceiling, was swaying.

Then I got out of the bed quickly and went to look out of the windows. As I looked, I saw the house opposite began to fall sideways. Then I realized what was happening. I put on my dressing-gown hurriedly and rushed out into the garden.

I was alone in the house. My wife and children had gone to visit my mother-in-law.

For three or four minutes, I heard terrible noise of walls falling down and people screaming and I saw clouds of dust in the air. Then, the trembling stopped.

There were about fifty persons killed and more than two hundred injured. The damaged to property was considerable and about three hundred houses would have to be completely rebuilt.
b. Factual Recount

Factual recount recording the particulars of an incident for example: science experiment report, police report, news report, historical report. Factual recount use of third person pronouns (he, she, it, ), details are usually selected to help the reader reconstruct the activity or incident accurately, sometimes the ending describes the outcome of the activity (e.g. in a science experiment), mention of personal feeling is probably not appropriate, details of time, place and manner may need to be precisely stated (e.g. at 2.35 pm, between Johnson St and Park Rd, the man drove at 80 kph), descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall), the passive voice may be used.

Example of factual recount (Sukandari and Sahar, 2009:66):

Picasso was one of the most outstanding and important artist of the 1900’s. He is best known for his paintings. Almost every style in modern art is represented in Picasso’s works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting with his father and also in Madrid. From about 1895 to 1901 he painted realistic works in a traditional style. Then he entered what was called the Blue Period. During this time he only used shades of blue in his paintings to show poverty he saw in Barcelone.
After 1907, he entered into the style of cubism. Among his well-known cubist painting are “The Three Musicians” and “The man with a guitar” which depict the destruction of a Spanish town.


c. Imaginative Recount

Imaginative recount is taking on imaginary role and giving details of events. Imaginative recount usually written in the first person, and it may be appropriate to include personal reactions.

Example of imaginative recount:

Today I woke up at 5:00 am in the morning. I put on my loose fitting shirt, trousers, sturdy black boots with little holes in them, wide brimmed hat and a plastic bag with spare dry clothes, in case it rained so I didn’t get a cold. When I got out of the four-wheel drive, I could feel the refreshing cool air, it smelt like it had been raining for ages before I came to the rainforest. I decided to explore the forest floor.

The first animal I saw was a magnificent, giant eastern brown snake. I was so scared I felt like I wanted to run but that would be really dangerous! The second animal I spotted was a beetle eating a rotten berry. I bent down to have a closer look but it stank like rotten eggs and onion mixed together. Then, I turned right and saw a bowerbird collecting lots of blue stuff like wrappers and blue flowers. It had beautiful, magnificent, midnight-blue eyes and it looked very graceful.
Now I had seen enough on the forest floor, so I decided to go to the understorey. Therefore, I went to the bridge in the understorey 20m high off the forest floor. The first animal I saw in the understorey was a massive, graceful, blue butterfly sucking pollen off a beautiful orchid. That was my favourite animal so far. The second animal I spotted was a black bat hanging upside down on the branch near me. Before I arrived at the rainforest, I thought we wouldn’t see a bat because I was going in the day and bats are nocturnal. The third animal I spotted was a grey Boyd’s dragon. It was eating lots of bugs and beetles. I looked down to the forest floor and saw a little stream, it had a cute, little platypus looking after her five tiny, mini babies.

Now I had seen enough of the understorey so I decided to go up the ladder to the canopy. I already knew that we would see lots of brightly coloured birds in the canopy. I went up the ladder on the way up, I already saw lots of birds and lots of berries and colourful, beautiful, rainbow flowers. When I got to the canopy, I was on 30m high. The first animal I saw in the canopy was a Crimson Rosella it was eating seeds off some beautiful flowers. The Crimson Rosella was dark red and midnight-blue on its tail and wings.

I could see the emergent trees 50m tall off the ground. I saw a wedge-tail eagle looking for food and other little animals. I had a great time because I liked the rainforest. The most terrifying animal was the
eastern brown snake. I liked the blue butterfly the best of all the animals.

5. Example and Generic structures of recount text (Hartono, 2005: 10)

Dear Dewi, 17/8/2005

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad’s house at Cemara lawang, Probolinggo. It has a big garden with lots of colourful flowers and fishpond.

On Sunday Nisa and I saw Gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer look at the mountain. We took pictures of the beautiful sceneries there.

On Monday we went to the zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon I went home.

It was fun.

Love,

Dini
CHAPTER III
RESEARCH METHODOLOGY

After discussing the theoretical framework on previous chapter, the writer is going to discuss the research methodology.

A. General Situation of SMA KARTIKA III-1 Banyubiru

SMA KARTIKA III-1 Banyubiru is biggest senior high school in Banyubiru district. This school is the Foundation Kartika Jaya belong branch III Diponegoro. It has two departments they are natural science and sosial science. The profile SMA KARTIKA III-1 Banyubiru:

1. School Profile
   a. Name of School : SMA KARTIKA III-1
   b. Address : Raya Muncul Street KM.4 banyubiru 50664
   c. SK : 866/ 103.22/I/1995
   d. Register number : 304032207032
   e. Telp : (0298) 592127
   f. Website : SMAkartikabanyubiru@gmail.co.id
   g. Stand : July 1st, 1995
   h. Day school : Monday- Saturday

2. Foundation Profile
   a. Name : Yayasan Kartika Jaya Cabang III Daerah IV Diponegoro
b. Address: Perintis Kemerdekaan Street Watu Gong Semarang

c. Founding Certificate: No. 1, April 14, 2005

3. The Structure of School Committee of SMA KARTIKA III-1 Banyubiru are as follow:

```
+-----------------+           +-----------------+           +-----------------+
| Advisor         |           | Head Master     |           | Chief of Development Section |
|                 |           |                 |           |                             |
|                 |           |                 |           | Development Section         |
|                 |           |                 |           |                             |
|                 |           |                 |           | Administration Section      |
|                 |           |                 |           |                             |
|                 |           |                 |           | Infrastructure Section      |
|                 |           |                 |           |                             |
| Vice of Students|           | Vice of Curriculum| | Vice of Infrastructure | Vice of Public Relation |
|                 |           |                 |           |                             |
```

Figure 3.1

The Structure of School Committee of SMA KARTIKA III-1 Banyubiru
Table 3.1
The Structure of School Committee of SMA KARTIKA III-1 Banyubiru

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pangdam IV Diponegoro</td>
<td>Advisor</td>
</tr>
<tr>
<td>2.</td>
<td>Drs. Tri Yuwono</td>
<td>Head Master</td>
</tr>
<tr>
<td>3.</td>
<td>Rasipan, S.A.g</td>
<td>Students Section</td>
</tr>
<tr>
<td>4.</td>
<td>Taufik Isnaeni, S.E</td>
<td>Curriculum Section</td>
</tr>
<tr>
<td>5.</td>
<td>Drs. Winarni</td>
<td>Infrastructure Section</td>
</tr>
<tr>
<td>6.</td>
<td>Ani Sulistyowati, S.Pd</td>
<td>Public Relation</td>
</tr>
<tr>
<td>7.</td>
<td>Yuni Sulasnugraheni, S.Pd</td>
<td>Chief of Development Section</td>
</tr>
</tbody>
</table>

4. The Situation of Educational Facilities of SMA KARTIKA III-1 Banyubiru

Table 3.2
The List of Educational Facilities of SMA KARTIKA III-1 Banyubiru

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Condition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>Good</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Laboratory</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Headmaster room</td>
<td>Good</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher room</td>
<td>Good</td>
<td>1</td>
</tr>
</tbody>
</table>
5. **The Students’ Activity**

The writer divides the activities into two, they are:

a. **Intra curricular activities**

   Intra curricular are the activities done by the students in the process teaching and learning, according to the curriculum determined by the education institution obligated to be done by the students without any exception. Intra curricular activities in SMA KARTIKA III-1 Banyubiru start from 06.50 up to 13.30 with the material determined in the curriculum of SMA.

b. **Extra Curricular Activities**

   The activities are done out of the hours of teaching and learning for enriching the knowledge which is possessed by the
students and for supporting the intra curricular activities. The activities include basketball, volley ball, foot ball, KIR, PBB.

B. The Teachers, Staffs and Students of SMA KARTIKA III-1 Banyubiru

1. Teachers and Staffs

In the teaching learning process the teachers have important roles. Their existences are always needed in every school in guiding students’ learning. The teachers’ duties are need to be shared with school staffs. The composition of the teachers and staffs of SMA KARTIKA III-1 Banyubiru are as follows:

**Table 3.3**

The List of Teachers and Staffs SMA KARTIKA III-1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Subject Mater</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Tri Yuwono</td>
<td>Head Master/ Mathematics</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Purwanto</td>
<td>Sociology</td>
</tr>
<tr>
<td>3</td>
<td>Taufik Isnaeni, SE</td>
<td>Economic</td>
</tr>
<tr>
<td>4</td>
<td>Ani Sulistyowati, S.Pd</td>
<td>History</td>
</tr>
<tr>
<td>5</td>
<td>Rasipan, S.Ag</td>
<td>Islamic Education</td>
</tr>
<tr>
<td>6</td>
<td>Sumeri, S.Pd</td>
<td>Biology</td>
</tr>
<tr>
<td>7</td>
<td>Drs. Winarni</td>
<td>Civic Education</td>
</tr>
<tr>
<td>8</td>
<td>Meliana Agustini, S.Pd</td>
<td>Accountancy</td>
</tr>
<tr>
<td>9</td>
<td>Imam Hidayat, S.Pd</td>
<td>English</td>
</tr>
<tr>
<td>10</td>
<td>Yuni Sulasnugraheni, S.Pd</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Subject</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Turich Himawati, S.Pd</td>
<td>English</td>
</tr>
<tr>
<td>12</td>
<td>M. Riana Dewi, PS.Pt</td>
<td>Physic</td>
</tr>
<tr>
<td>13</td>
<td>Lili Mayangsari, S.Pd</td>
<td>Sport Education</td>
</tr>
<tr>
<td>14</td>
<td>Titik Sumartiningsih, S.Pd</td>
<td>Indonesian</td>
</tr>
<tr>
<td>15</td>
<td>Wiwik Widyawati, S.Pd</td>
<td>Dressmaking</td>
</tr>
<tr>
<td>16</td>
<td>Slamet Riyadi, S.Kom</td>
<td>Computer</td>
</tr>
<tr>
<td>17</td>
<td>Sutrisno</td>
<td>Music Art</td>
</tr>
<tr>
<td>18</td>
<td>Muh.Wahyuti, S.Ag</td>
<td>Budhist Education</td>
</tr>
<tr>
<td>19</td>
<td>Fita Indryani, S.Psi, S.Pd</td>
<td>Psychology</td>
</tr>
<tr>
<td>20</td>
<td>M.Dwi Wibawati, S.Pd</td>
<td>Javanese</td>
</tr>
<tr>
<td>21</td>
<td>H.Sri Hartono, S.Pd</td>
<td>Indonesian</td>
</tr>
<tr>
<td>22</td>
<td>Karyati, S.Pd</td>
<td>Mathematics</td>
</tr>
<tr>
<td>23</td>
<td>Hanif Uli Rona, S.Pd</td>
<td>Mathematics</td>
</tr>
<tr>
<td>24</td>
<td>Riyanti, S.Pd</td>
<td>Chemistry</td>
</tr>
<tr>
<td>25</td>
<td>Galih Purnama, S.Pd</td>
<td>Art of culture</td>
</tr>
<tr>
<td>26</td>
<td>M. Choiriyanto</td>
<td>Sport Education</td>
</tr>
<tr>
<td>27</td>
<td>Mini Styasih</td>
<td>Administration</td>
</tr>
<tr>
<td>28</td>
<td>Nuryanto, S.Pdi</td>
<td>Administration</td>
</tr>
<tr>
<td>29</td>
<td>Siti Asropah, S.Pd</td>
<td>Head of administration</td>
</tr>
<tr>
<td>30</td>
<td>Sri Indah Purnamasari, S.Pd</td>
<td>Administration</td>
</tr>
<tr>
<td>31</td>
<td>Ashari, S.Ag</td>
<td>Administration</td>
</tr>
<tr>
<td>32</td>
<td>Sumaryadi</td>
<td>Office boy</td>
</tr>
<tr>
<td>33</td>
<td>Rusyono</td>
<td>Security</td>
</tr>
</tbody>
</table>
2. Students

There are 232 students of SMA KARTIKA III-1 Banyubiru in the academic year of 2013/2014. There are 66 students in the first grade (X Class). It divided into three classes. They consisted of a class of social science (X IIS) and two classes natural science (X MIA). There are 62 students in the second grade. It divided into three classes. They are consisted of a class natural science (XI MIA) and two classes social science (XI IIS). There are 104 students in the third grade. It divided into five classes. They are consisted two classes natural science (XII MIA) and three classes social science (XII IIS).

Table 3.4

The list of Students SMA KARTIKA III-1 Banyubiru in the Academic Year 2013/2014

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>Sum</th>
<th>Sum of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1.</td>
<td>X. IIS. 1</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>X. MIA. 1</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>X. MIA. 2</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>XI. IPA</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>
C. Methodology of Research

1. Population, Sample, and Sampling

Population is all subject intended to be investigated (Arikunto, 2010: 173). The chosen population of the research is the first year students of SMA KARTIKA III-1 Banyubiru in academic year 2013/2014. The population in this research consists of two classes, the total number of the population are 66 students. The writer chooses the first year students of SMA KARTIKA III-1 Banyubiru as the population because they have been studying recount text in their school and all of them are in the same grade and have been learned English for same period time.

After defining the population, the writer selected the sample. Sample is a representative part of the research population (Arikunto, 2010: 174). A chosen sample must be representative because the result of the research will be generalized to the entire population.

<table>
<thead>
<tr>
<th></th>
<th>XI. IPS 1</th>
<th>9</th>
<th>11</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>XI. IPS 2</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>6.</td>
<td>XII. IPA 1</td>
<td>6</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>XII. IPA 2</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>8.</td>
<td>XII. IPS 1</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>9.</td>
<td>XII. IPS 2</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>10.</td>
<td>XII. IPS 3</td>
<td>10</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>232</strong></td>
</tr>
</tbody>
</table>
Suharsimi Arikunto states that the population is all members of research subject. She also suggests that when the number of subject in the research is more than 100 persons, we take 10% - 30% of the population (Arikunto, 2002:108). The writer took two classes as the sample, it is consisted of 45 students.

Sampling technique is the way of taking sample. It must be done appropriately so that the sample is really used as example, in other hand reflects the whole population. In this thesis, the writer uses purposive sampling. Arikunto (1996:183), Purposive sampling is a technique of sampling based on some consideration. Some consideration to take the sample that the researcher used are as follow: the writer took two classes which are taught by one teacher because this factor helps to make sure that the teaching and learning condition are likely similar and the writer chooses the the first year because they had been taught about recount text in junior high school. The writer took classes they are X. IIS.1 consist of 21 students, and X. MIA. 2 consist of 24 students.

D. Technique of Data Collection

In this study, the writer collects the data by the technique as follows:

1. Documentation Method

Documentation method is collecting a number of data that school have. The documentation method is used to get the students’
names and general situation of SMA KARTIKA III-1 Banyubiru that used as supporting data for this research.

2. Test

Test is sequence of questions, exercises, or the other instrument which is used to measure the knowledge, intelligence, ability or talent that owned by the individual or group (Arikunto, 2010: 193). This test is important instrument to know the students’ ability in using action verb in recount text and then analyze the result to find the errors. In this thesis, in order to analyze and identify the errors easier, the writer gives 25 question on paragraph recount; divided into two type of action verb in recount text they are: regular verb and irregular verb.

E. Technique of Data Analysis

In the procedures of analyzing data, the writer uses descriptive quantitative method. This method to describe the ability of the students in using action verb in recount text.

1. Statistical Analysis

The steps of analyzing the data are as follow:

a. Collecting the students’ tests paper to get scores.

b. Tabulating the data in a table.

c. Deciding the average score. In this step the writer uses the statistical quantitative method formula as follows:

To analyze the average score, using the formula (Anas, 2010: 81):
\[ M_X = \frac{\sum X}{N} \]

Where is:

\( M_X \) = The average of score
\( \sum X \) = The number of score
\( N \) = The number of students

To analyze how many percent of the errors made by the first year students, using the formula (Anas, 2010: 43):

\[ P = \frac{f}{N} \times 100\% \]

Where is:

\( P \) = percentage number
\( F \) = Frequency (From the error)
\( N \) = Number of case

2. Non-Statistical Analysis

In the non statistical analysis, the writer classifies the student’s achievement using factor analysis by the use of five letters: A, B, C, D, E, which expressed various level of achievement. In addition, it was relatively easy to translate from letter grading to percentage grading (Tinambunan, 1998:129):
<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A. Outstanding</td>
<td>Outstanding achievement</td>
</tr>
<tr>
<td>85-92</td>
<td>B. Very good</td>
<td>Above average achievement</td>
</tr>
<tr>
<td>75-84</td>
<td>C. Satisfactory</td>
<td>Average achievement</td>
</tr>
<tr>
<td>60-74</td>
<td>D. Very weak</td>
<td>Below average achievement</td>
</tr>
<tr>
<td>Below 60 percent</td>
<td>E. Fail</td>
<td>Insufficient achievement</td>
</tr>
</tbody>
</table>

In order to find out the cause of errors, the writer analyzes by using non-statistical analysis based on the performance data. That the real errors made by the students.

a. Interlingual error

Interlingual error is caused by the interference of learner’s mother tongue. Interference from the mother tongue is clearly a major source of difficulty in second language learning.

b. Intralingual error

Intralingual error is the negative transfer of items within the target language. Jack C. Richard (1974:6) states the intralingual errors into four categories, namely: (1) overgeneralization (2) ignorance of rule restriction (3) incomplete application of the rules and (4) semantic error.
F. Data Presentation

1. Respondents

The respondents are shown on the table below:

Table 3.5
The List of Respondents

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Class</th>
<th>No</th>
<th>Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Masnasaf</td>
<td>X.II.1</td>
<td>22</td>
<td>Aditya R</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>2</td>
<td>Aida Mukara</td>
<td>X.II.1</td>
<td>23</td>
<td>Alvinda Dea M</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>3</td>
<td>Angger W</td>
<td>X.III.1</td>
<td>24</td>
<td>Ika Yulianti</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>4</td>
<td>Bagus Setiyawan</td>
<td>X.III.1</td>
<td>25</td>
<td>M. Fani Fil I.</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>5</td>
<td>Dendi Kusuma</td>
<td>X.III.1</td>
<td>26</td>
<td>Novan Wahyu</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>6</td>
<td>Dorry Mahendra</td>
<td>X.III.1</td>
<td>27</td>
<td>Nur Ahmad S</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>7</td>
<td>Ericho Prasetya</td>
<td>X.III.1</td>
<td>28</td>
<td>Oga Krisdiyanto</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>8</td>
<td>Farah Lutfia</td>
<td>X.III.1</td>
<td>29</td>
<td>Pike Laela M</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>9</td>
<td>Hendri Widiyati</td>
<td>X.III.1</td>
<td>30</td>
<td>Putri Citra D</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>10</td>
<td>Herlambang</td>
<td>X.III.1</td>
<td>31</td>
<td>Reo Setiawan</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>11</td>
<td>Ineke Noviandani</td>
<td>X.III.1</td>
<td>32</td>
<td>Revi Destian</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>12</td>
<td>M. Nurun Azmi</td>
<td>X.III.1</td>
<td>33</td>
<td>Ricky Dwi</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>13</td>
<td>Munsyorif Setyo</td>
<td>X.III.1</td>
<td>34</td>
<td>Rusdiyanto</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>14</td>
<td>Novita Putri A</td>
<td>X.III.1</td>
<td>35</td>
<td>Sulis Bagus P</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>15</td>
<td>Restiyana Kusuma</td>
<td>X.III.1</td>
<td>36</td>
<td>Susanti</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>16</td>
<td>Revo Alfano A</td>
<td>X.III.1</td>
<td>37</td>
<td>Uud Mustofa</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>17</td>
<td>Surandio</td>
<td>X.III.1</td>
<td>38</td>
<td>Valentina D</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Class</td>
<td>Age</td>
<td>Name</td>
<td>Class</td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
<td>--------</td>
<td>-----</td>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td>18</td>
<td>Usman Latif</td>
<td>X.IIS.1</td>
<td>39</td>
<td>Widya Muji L</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>19</td>
<td>Via Purniawati</td>
<td>X.IIS.1</td>
<td>40</td>
<td>Yolanda</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>20</td>
<td>Wisnu A W</td>
<td>X.IIS.1</td>
<td>41</td>
<td>Yuli Rustika S</td>
<td>X.MIA.2</td>
</tr>
<tr>
<td>21</td>
<td>Yuliyanti</td>
<td>X.IIS.1</td>
<td>42</td>
<td>M. Shiddik</td>
<td>X.MIA.2</td>
</tr>
</tbody>
</table>
2. The Test Result

The test result is shown on the table below:

Table 3.6
The Test Result

| Number of Respondents | Number of Items | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|-----------------------|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1                     |                | √ | × | × | × | × | √ | × | × | × | × | × | √ | × | × | × | × | √ | × | √ | √ | √ | √ | √ | √ | √ | √ |
| 2                     |                | √ | × | × | × | × | √ | × | × | × | √ | × | × | × | √ | × | × | × | √ | × | √ | × | √ | √ | × | √ | x |
| 3                     |                | × | × | √ | × | × | √ | × | × | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | √ |
| 4                     |                | √ | × | × | × | √ | × | × | √ | × | × | √ | × | √ | × | × | √ | × | √ | × | × | √ | √ | √ | × | √ | x |
| 5                     |                | √ | × | √ | × | × | √ | × | × | √ | × | × | √ | × | × | √ | × | √ | √ | × | √ | × | √ | × | √ | x |
| 6                     |                | √ | × | × | × | √ | × | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | √ | × | √ | x |
| 7                     |                | × | × | √ | × | √ | × | × | × | × | √ | × | × | × | × | √ | × | √ | × | √ | × | √ | √ | × | √ | x |
| 8                     |                | × | × | √ | × | √ | √ | × | × | × | √ | × | × | √ | × | √ | √ | × | √ | × | √ | × | √ | √ | x |
| 9                     |                | × | √ | × | × | × | √ | × | × | √ | × | √ | √ | × | √ | × | √ | × | √ | × | √ | √ | x |
| 10                    |                | × | √ | × | × | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | x |
| 11                    |                | × | × | √ | × | × | √ | × | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | √ | x |
| 12                    |                | √ | √ | × | × | √ | × | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | √ | √ | √ | x | √ | x | √
<p>| 13 | √ | × | √ | √ | × | √ | × | √ | × | √ | × | √ | × | √ | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × |
| 14 | √ | × | √ | × | × | × | √ | × | × | × | × | √ | × | × | × | × | √ | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × |
| 15 | × | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | √ | × | × | × | × | √ | √ | √ | × | √ | × | × | √ | × | × | × | × |
| 16 | √ | × | √ | × | × | × | √ | √ | × | × | √ | × | × | × | × | √ | × | × | × | × | × | √ | × | √ | × | √ | × | × | √ | √ | × | × | × | √ |
| 17 | × | × | × | × | √ | × | × | × | × | × | × | × | × | × | × | × | √ | × | × | × | × | × | √ | × | × | × | √ | × | × | × | √ | × | × | × | √ |
| 18 | √ | × | √ | × | × | × | √ | × | × | × | × | √ | × | × | × | × | √ | × | × | × | × | × | √ | × | × | × | √ | × | × | × | √ | × | × | × | √ |
| 19 | √ | √ | × | × | × | √ | √ | × | × | √ | × | × | √ | × | √ | × | × | √ | × | × | × | √ | √ | √ | × | × | × | √ | √ | × | × | × | √ | × | × | √ |
| 20 | × | √ | × | × | × | × | √ | × | × | × | × | √ | × | × | × | × | √ | × | × | × | × | × | √ | × | × | × | √ | × | × | × | √ | × | × | × | √ | × | × | √ |
| 21 | √ | × | × | √ | √ | √ | √ | × | × | √ | × | × | √ | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | × | √ | √ | × | × | √ | × | × | √ | × |
| 22 | √ | × | × | √ | √ | √ | × | √ | × | × | √ | × | × | × | √ | √ | × | × | √ | × | √ | × | √ | × | √ | × | × | √ | √ | × | × | √ | × | × | √ | × |
| 23 | √ | × | √ | × | × | √ | × | × | √ | × | √ | × | √ | × | × | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | × | √ | √ | × | × | √ | × | × | √ | × |
| 24 | √ | × | √ | × | × | √ | × | √ | × | × | × | × | × | × | √ | × | × | √ | × | × | √ | × | √ | × | √ | × | √ | × | × | √ | √ | × | × | √ | × | × | √ | × |
| 25 | × | × | √ | × | × | √ | × | × | √ | × | √ | × | × | √ | × | × | × | √ | × | × | × | √ | √ | × | √ | × | × | √ | √ | × | √ | × | √ | × | × | √ | × |
| 26 | × | × | × | √ | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | √ | × | × | × | √ | × | √ | × | × | √ | √ | × | × | √ | × | × | √ | × |
| 27 | × | × | × | × | √ | × | × | × | × | × | √ | × | × | × | × | × | × | √ | × | × | × | × | × | × | × | √ | × | × | √ | × | × | √ | × | √ | × | × | × | √ | × |
| 28 | × | × | × | × | √ | × | × | × | × | × | × | × | × | × | × | × | × | × | √ | × | × | × | × | × | × | × | × | √ | × | × | √ | × | × | √ | × | × | √ | × |
| 29 | × | × | × | × | √ | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | √ | × | × | √ | × | × | √ | × | × | √ | × | × | √ | × |
| 30 | × | × | × | × | √ | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | × | √ | √ | × | × | √ | × | × | √ | × |</p>
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<thead>
<tr>
<th></th>
<th>31</th>
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<th>34</th>
<th>35</th>
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<th>38</th>
<th>39</th>
<th>40</th>
<th>41</th>
<th>42</th>
</tr>
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<tbody>
<tr>
<td>31</td>
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<td>x</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

✓: correct  
×: Incorrect
3. The Test Score

Based on the test result, the writer calculates the score of each student and presents the score on the table below:

Table 3.7

The List of the Test Score

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of Respondent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmad Masnasaf</td>
<td>52</td>
</tr>
<tr>
<td>2.</td>
<td>Aida Mutiara</td>
<td>32</td>
</tr>
<tr>
<td>3.</td>
<td>Angger Widiyatama</td>
<td>52</td>
</tr>
<tr>
<td>4.</td>
<td>Bagus Setiyawan</td>
<td>44</td>
</tr>
<tr>
<td>5.</td>
<td>Dendi Kusuma</td>
<td>48</td>
</tr>
<tr>
<td>6.</td>
<td>Dorry Mahendra</td>
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<tr>
<td>7.</td>
<td>Ericho Prasetya</td>
<td>32</td>
</tr>
<tr>
<td>8.</td>
<td>Farah Lutfia</td>
<td>48</td>
</tr>
<tr>
<td>9.</td>
<td>Hendri Widiyati</td>
<td>48</td>
</tr>
<tr>
<td>10.</td>
<td>Herlambang</td>
<td>40</td>
</tr>
<tr>
<td>11.</td>
<td>Ineke Noviandani</td>
<td>48</td>
</tr>
<tr>
<td>12.</td>
<td>M. Nurun Azmi</td>
<td>72</td>
</tr>
<tr>
<td>13.</td>
<td>Munsyorif Setyo A</td>
<td>60</td>
</tr>
<tr>
<td>14.</td>
<td>Novita Putri A</td>
<td>32</td>
</tr>
<tr>
<td>15.</td>
<td>Restiyana Kusuma</td>
<td>60</td>
</tr>
<tr>
<td>16.</td>
<td>Revo Alfano A</td>
<td>64</td>
</tr>
<tr>
<td>17.</td>
<td>Surandio</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>18.</td>
<td>Usman Latif</td>
<td>68</td>
</tr>
<tr>
<td>19.</td>
<td>Via Purniawati</td>
<td>56</td>
</tr>
<tr>
<td>20.</td>
<td>Wisnu A W</td>
<td>44</td>
</tr>
<tr>
<td>21.</td>
<td>Yuliyanti</td>
<td>64</td>
</tr>
<tr>
<td>22.</td>
<td>Aditya Ramadhan</td>
<td>76</td>
</tr>
<tr>
<td>23.</td>
<td>Alvinda Dea M</td>
<td>56</td>
</tr>
<tr>
<td>24.</td>
<td>Ika Yulianti</td>
<td>68</td>
</tr>
<tr>
<td>25.</td>
<td>M. Fani Fil I.</td>
<td>52</td>
</tr>
<tr>
<td>26.</td>
<td>Novan Wahyu R</td>
<td>52</td>
</tr>
<tr>
<td>27.</td>
<td>Nur Ahmad S</td>
<td>64</td>
</tr>
<tr>
<td>28.</td>
<td>Oga Krisdiyanto</td>
<td>64</td>
</tr>
<tr>
<td>29.</td>
<td>Pike Laela M</td>
<td>56</td>
</tr>
<tr>
<td>30.</td>
<td>Putri Citra D</td>
<td>52</td>
</tr>
<tr>
<td>31.</td>
<td>Reo Setiawan</td>
<td>52</td>
</tr>
<tr>
<td>32.</td>
<td>Revi Destian</td>
<td>52</td>
</tr>
<tr>
<td>33.</td>
<td>Ricky Dwi Irawan</td>
<td>60</td>
</tr>
<tr>
<td>34.</td>
<td>Rusdiyanto</td>
<td>44</td>
</tr>
<tr>
<td>35.</td>
<td>Sulis Bagus P</td>
<td>40</td>
</tr>
<tr>
<td>36.</td>
<td>Susanti</td>
<td>36</td>
</tr>
<tr>
<td>37.</td>
<td>Uud Mustofa</td>
<td>76</td>
</tr>
<tr>
<td>38.</td>
<td>Valentina D.H.K</td>
<td>60</td>
</tr>
<tr>
<td>39.</td>
<td>Widya Muji L</td>
<td>76</td>
</tr>
<tr>
<td>40.</td>
<td>Yolanda</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>41.</td>
<td>Yuli Rustika Sari</td>
<td>64</td>
</tr>
<tr>
<td>42.</td>
<td>M. Shiddik Zakaria</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2320</td>
</tr>
</tbody>
</table>
A. **Statistical Analysis**

In the procedure of analyzing data, the writer uses descriptive quantitative method. This method is used to describe the ability of students in using action verb in recount text. The steps of analyzing the data are as follow:

1. Collecting the students’ tests paper to get scores.
2. Tabulating data in a table.
3. Deciding the average score.

After knowing the total score, the writer determines the average of score by using the following formula:

\[
M_X = \frac{\sum X}{N}
\]

Where is:

\[M_X = \text{The average of score}\]
\[\sum X = \text{The number of score}\]
\[N = \text{The number of students}\]

The calculation data is as follow:

\[
M_X = \frac{\sum X}{N}
\]

\[
M_X = \frac{2320}{42}
\]

\[= 55.24\]
In finding the percentage of errors, the writer uses formula as follows:

\[ P = \frac{f}{N} \times 100\% \]

Where is:

- \( P \) = percentage number
- \( F \) = Frequency (From the error)
- \( N \) = Number of case (number of frequency / number of Individual)

1. **Percentage of Respondents Errors**

Based on the test result, the writer calculates the percentage of each students from two classes and presents on the table below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of Respondents</th>
<th>Total of Errors</th>
<th>Percentage of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmad Masnasaf</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>2.</td>
<td>Aida Mukara</td>
<td>17</td>
<td>68%</td>
</tr>
<tr>
<td>3.</td>
<td>Angger W</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>4.</td>
<td>Bagus Setiyawan</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>5.</td>
<td>Dendi Kusuma</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>6.</td>
<td>Dorry Mahendra</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>7.</td>
<td>Ericho Prasetya</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>8.</td>
<td>Farah Lutfia</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
<td>Percentage</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>9</td>
<td>Hendri Widiyati</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>10</td>
<td>Herlambang</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>11</td>
<td>Ineke Noviandani</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>12</td>
<td>M. Nurun Azmi</td>
<td>7</td>
<td>28%</td>
</tr>
<tr>
<td>13</td>
<td>Munsyorif Setyo</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>14</td>
<td>Novita Putri A</td>
<td>17</td>
<td>68%</td>
</tr>
<tr>
<td>15</td>
<td>Restiyana Kusuma</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>16</td>
<td>Revo Alfano A</td>
<td>9</td>
<td>36%</td>
</tr>
<tr>
<td>17</td>
<td>Surandio</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>18</td>
<td>Usman Latif</td>
<td>18</td>
<td>72%</td>
</tr>
<tr>
<td>19</td>
<td>Via Purniawati</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>20</td>
<td>Wisnu A W</td>
<td>14</td>
<td>56%</td>
</tr>
<tr>
<td>21</td>
<td>Yuliyanti</td>
<td>9</td>
<td>36%</td>
</tr>
<tr>
<td>22</td>
<td>Aditya R</td>
<td>6</td>
<td>24%</td>
</tr>
<tr>
<td>23</td>
<td>Alvinda Dea M</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>24</td>
<td>Ika Yulianti</td>
<td>8</td>
<td>32%</td>
</tr>
<tr>
<td>25</td>
<td>M. Fani Fil I.</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>26</td>
<td>Novan Wahyu</td>
<td>12</td>
<td>48%</td>
</tr>
<tr>
<td>27</td>
<td>Nur Ahmad S</td>
<td>9</td>
<td>36%</td>
</tr>
<tr>
<td>28</td>
<td>Oga Krisdiyanto</td>
<td>9</td>
<td>36%</td>
</tr>
<tr>
<td>29</td>
<td>Pike Laela M</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td>30</td>
<td>Putri Citra D</td>
<td>12</td>
<td>48%</td>
</tr>
</tbody>
</table>
The writer also wants to present about the errors of *using action verb* in recount text per items on the table below:

### Table 4.2

**The Errors Percentage Per Item**

<table>
<thead>
<tr>
<th>Items</th>
<th>Incorrect Answer</th>
<th>Correct answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He ________ (get) an invitation from his Japanese friends.</td>
<td>14</td>
<td>28</td>
<td>33.33%</td>
</tr>
<tr>
<td>2. He ________ (know) them.</td>
<td>23</td>
<td>19</td>
<td>54.76%</td>
</tr>
<tr>
<td>3. When they</td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Sentence</td>
<td>Correct Answer</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>__________(join) a student exchange program five years ago.</td>
<td>15</td>
<td>35.71%</td>
</tr>
<tr>
<td>4</td>
<td>Jimmy __________(spend) his first two days ago in Tokyo, the capital city of Japan.</td>
<td>36 4</td>
<td>85.71%</td>
</tr>
<tr>
<td>5</td>
<td>Although the city was crowded, he _______ (feel) comfortable.</td>
<td>28 14</td>
<td>66.66%</td>
</tr>
<tr>
<td>6</td>
<td>The Japanese people always ________(speak) quietly in order not to bother other people.</td>
<td>17 25</td>
<td>40.47%</td>
</tr>
<tr>
<td>7</td>
<td>When the sun ________(set) in the west,</td>
<td>14 28</td>
<td>33.33%</td>
</tr>
<tr>
<td>8</td>
<td>Tokyo __________(change) to an amusement centre.</td>
<td>14 28</td>
<td>33.33%</td>
</tr>
<tr>
<td>9</td>
<td>There was many ads here and there, but when the sun ________(rise) in the east, I couldn’t find them.</td>
<td>35 7</td>
<td>83.33%</td>
</tr>
</tbody>
</table>
10. On the third day, Jimmy______(go) to Osaka by train and his friends would pick him up at the station.  

| 15 | 27 | 35,71% |

11. When he ______(ask) for directions,  

| 5  | 37 | 11,90% |

12. The people always ______(show) him in the way with a smile.  

| 22 | 20 | 52,38% |

13. It ______(give) him a good impression, so he could meet his friends easily.  

| 23 | 19 | 54,76% |

14. They _______(treat) him to Japanese foods such as sushi, yaki, and denbura.  

| 27 | 15 | 64,28% |

15. The next day we _______(visit) Tanah Lot.  

| 2  | 40 | 4,76% |

16. We _______(take) pictures of the temple.  

| 28 | 14 | 66,66% |

17. On Tuesday, we went to  

| 11 | 31 | 26,19% |
Sangeh where many wild monkeys _____(walk) freely

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>and ______(climb) the trees. In the afternoon we went home.</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>19.</td>
<td>First, we _____ (slaughter) the pigs and buffaloes.</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>20.</td>
<td>and then ______(move) the corpse to face north.</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>21.</td>
<td>In this ceremony we ______(wear) black clothes.</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>22.</td>
<td>Meanwhile, my uncle, my brother, and I _________(prepare) the wooden puppet and a funeral tower called lakian.</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>23.</td>
<td>One the last day, the grandpa’s coffin were lowered from the funeral tower and ________ (bring) up to the mountain</td>
<td>28</td>
<td>14</td>
</tr>
</tbody>
</table>
Finally, we ______(install)
the wooden puppet on a
high balcony where other
puppets representing the
members of the whole
family were already there.

The funeral ceremonies
__________(make) my
family and me tired.

2. **Analysis Per Item**

The statistical analysis per item from the data is as follow:

1. **He (1)________(get) an invitation from his Japanese friends.**

   14 students answered incorrect, and 28 students answered correct.

   The percentage of errors is \(\frac{14}{42} \times 100\% = 33,33\%.\)

   The correct answer is “He got an invitation from his Japanese friends”. The answer is got because the action verb in recount text is past form.

2. **He (2)__________(know) them.**

   23 students answered incorrect and 19 students answered correct.

   The percentage of errors is \(\frac{23}{42} \times 100\% = 54,76\%.\)
The correct answer is “He knew them”. The answer is knew because the action verb in recount text is past form.

3. When they (3)____________(join) a student exchange program five years ago.

15 students answered incorrect, and 27 students answered correct.

The percentage of errors is \[ \frac{15}{42} \times 100\% = 35,71\% . \]

The correct answer is “when they joined a student exchange program five years ago”. The answer is joined because the action verb in recount text is past form.

4. Jimmy (4)__________(spend) his first two days ago in Tokyo, the capital city of Japan.

36 students answered incorrect and 6 students answered correct.

The percentage of errors is \[ \frac{36}{42} \times 100\% = 85,71\% . \]

The corrects answer is “Jimmy spent his first two days ago in Tokyo, the capital city of Japan.”. The answer is spent because the action verb in recount text is past form.

5. Although the city was crowded he (5)_______(feel) comfortable.

28 students answered incorrect and 14 students answered correct.

The percentage of errors is \[ \frac{28}{42} \times 100\% = 66,66\% . \]

The correct answer is “He felt comfortable”. The answer is felt because the action verb in recount text is past form.

6. The Japanese people always (6)__________(speak) quietly in order not to bother other people.
17 students answered incorrect and 25 students answered correct.

The percentage of errors is $\frac{17}{42} \times 100\% = 40.47\%$.

The correct answer is “The Japanese people always spoke quietly in order not to bother other people”. The answer is *spoke* because the action verb in recount text is past form.

7. When the sun (7)_________(set) in the west,

14 students answered incorrect and 28 students answered correct.

The percentage of errors is $\frac{14}{42} \times 100\% = 33.33\%$.

The correct answer is “When the sun *set* in the west,”. The answer is *set* because the action verb in recount text is past form.

8. Tokyo (8)___________(change) to an amusement centre.

14 students answered incorrect and 28 students answered correct.

The percentage of error is $\frac{14}{42} \times 100\% = 33.33\%$.

The correct answer is “Tokyo *changed* to an amusement centre”. The answer is *changed* because the action verb in recount text is past form.

9. There was many ads here and there, but when the sun (9)__________(rise) in the east, I couldn’t find them.

35 students answered incorrect and 19 students answered correct.

The percentage of error is $\frac{35}{42} \times 100\% = 83.33\%$.

The correct answer is “There was many ads here and there, but when the sun *rose* in the east, I couldn’t find them. The answer is *rose* because the action verb in recount text is past form.”
10. Jimmy (10)_______(go) to Osaka by train and his friends would pick him up at the station.

15 students answered incorrect and 27 students answered correct.

The percentage of error is \( \frac{15}{42} \times 100\% = 35.71\% \).

The correct answer is “Jimmy went to Osaka by train and his friends would pick him up at the station”. The answer is went because the action verb in recount text is past form.

11. When he (11)_______(ask) for directions.

5 students answered incorrect and 37 students answered correct.

The percentage of error is \( \frac{5}{42} \times 100\% = 11.90\% \).

The correct answer is “When he asked for directions”. The answer is asked because the action verb in recount text is past form.

12. The people always (12)_______(show) him in the way with a smile.

22 students answered incorrect and 20 students answered correct.

The percentage of error is \( \frac{22}{42} \times 100\% = 52.38\% \).

The correct answer is “the people always showed him in the way with a smile”. The answer is showed because the action verb in recount text is past form.

13. It (13)_________(give) him a good impression, so he could meet his friends easily.

23 students answered incorrect and 19 students answered correct.

The percentage of error is \( \frac{23}{42} \times 100\% = 54.76\% \).
The correct answer is “It gave him a good impression, so he could meet his friends easily”. The answer is gave because the action verb in recount text is past form.

14. They (14)________(treat) him to Japanese foods such as sushi, yaki, and denbura.
27 students answered incorrect and 15 students answered correct.
The percentage of error is \( \frac{27}{42} \times 100\% = 64,28\% \).
The correct answer is “They treated him to Japanese foods such as sushi, yaki, and denbura”. The answer is treated because the action verb in recount text is past form.

15. The next day we (15)__________(visit) Tanah Lot.
2 students answered incorrect and 38 students answered correct.
The percentage of error is \( \frac{2}{42} \times 100\% = 4,76\% \).
The correct answer is “The next day we visited Tanah Lot”. The answer is visited because the action verb in recount text is past form.

16. We (16)__________(take) pictures of the temple.
28 students answered incorrect and 14 students answered correct.
The percentage of error is \( \frac{28}{42} \times 100\% = 66,66\% \).
The correct answer is “We took pictures of the temple.”. The answer is took because the action verb in recount text is past form.

17. On Tuesday, we went to Sangeh where many wild monkeys (17)_______(walk) freely.
11 students answered incorrect and 31 students answered correct.
The percentage of error is $\frac{11}{42} \times 100\% = 26.19\%$.

The correct answer is “On Tuesday, we went to Sangeh where many wild monkeys walked freely”. The answer is walked because action verb in recount text is past form.

18. and (18)____________(climb) the trees.

16 students answered incorrect and 26 answered correct.

The percentage of error is $\frac{16}{42} \times 100\% = 38.09\%$.

The correct answer is “and climbed the trees”. The answer is climbed because the action verb in recount text is past form.

19. First, we (19)____________(slaughter) the pigs and buffaloes,

12 students answered incorrect and 30 students answered correct.

The percentage of error is $\frac{12}{42} \times 100\% = 28.57\%$.

The correct answer is “First, we slaughtered the pigs and buffaloes,”. The answer is slaughtered because the action verb in recount text is past form.

20. and then (20)____________(move) the corpse to face north.

10 students answered incorrect and 32 students answered correct.

The percentage of error is $\frac{10}{42} \times 100\% = 23.80\%$.

The correct answer is “and then moved the corpse to face north”. The answer is moved because the action verb in recount text is past form.

21. In this ceremony we (21)__________(wear) black clothes.

34 students answered incorrect and 8 students answered correct.
The percentage of error is $\frac{34}{42} \times 100\% = 80.95\%$.

The correct answer is “In this ceremony we wore black clothes”. The answer is *wore* because the action verb in recount text is past form.

22. Meanwhile, my uncle, my brother, and I (22)__________(prepare) the wooden puppet and a funeral tower called *lakian*.

4 students answered incorrect and 38 students answered correct.

The percentage of error is $\frac{4}{42} \times 100\% = 9.52\%$.

The correct answer is “Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*”. The answer is *prepared* because the action verb in recount text is past form.

23. One the last day, the grandpa’s coffin were lowered from the funeral tower and (23)________ (bring) up to the mountain side family graveyard.

28 students answered incorrect and 14 students answered correct.

The percentage of error is $\frac{28}{20} \times 100\% = 66.66\%$.

The correct answer is “One the last day, the grandpa’s coffin were lowered from the funeral tower and brought up to the mountain side family graveyard”. The answer is *brought* because the action verb in recount text is past form.

24. Finally, we (24)__________(install) the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there.
3 students answered incorrect and 39 students answered correct.

The percentage of error is $\frac{3}{42} \times 100\% = 7.14\%$.

The correct answer is “Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there”. The answer is *installed* because the action verb in recount text is past form.

25. The funeral ceremonies (25)_________ (make) my family and me tired.

22 students answered incorrect and 20 students answered correct.

The percentage of error is $\frac{22}{42} \times 100\% = 52.38\%$.

The correct answer is “The funeral ceremonies made my family and me tired”. The answer is *made* because the action verb in recount text is past form.

B. Non-Statistical Analysis

From the data and the analysis of the instrument, the writer classifies the various error that made by the students. The five levels of student’s achievements are as follow:
Table 4.3
The Various Errors of SMA KARTIKA III-1 Banyubiru of Using Action Verb in Recount Text

<table>
<thead>
<tr>
<th>Score</th>
<th>Sum of Students</th>
<th>Grade</th>
<th>Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>0</td>
<td>A. Outstanding</td>
<td>Outstanding achievement</td>
</tr>
<tr>
<td>85-92</td>
<td>0</td>
<td>B. Very good</td>
<td>Above average achievement</td>
</tr>
<tr>
<td>75-84</td>
<td>4</td>
<td>C. Satisfactory</td>
<td>Average achievement</td>
</tr>
<tr>
<td>60-74</td>
<td>13</td>
<td>D. Very weak</td>
<td>Below average achievement</td>
</tr>
<tr>
<td>Below 60 percent</td>
<td>25</td>
<td>E. Fail</td>
<td>Insufficient achievement</td>
</tr>
</tbody>
</table>

The result of the analysis shows that many students still gave the incorrect answer. There is no one who answered 100% correctly or gets an outstanding achievement. No one student get percentage of correct answer about 85-92% and get the level above average achievement. Four students get percentage of correct answer about 75-84% and the level is average achievement. Thirteen students get percentage of correct answer about 60-74% and the level is below average achievement. Unfortunately, more a half of the sample get the percentage of correct answer bellow 60%, so they are included in the level of insufficient achievement or fail.
C. Discussion

Based on the test result and the data analysis above, the writer can find some errors that made by the first year students of SMA KARTIKA III-1 Banyubiru. With the references to the causes of errors as in the chapter II, the writer finds out the possible causes of error. The causes of errors belong to intralingual errors are caused by:

1. Over-generalization

   Over-generalization can be defined as the use of previously available strategies in new situation. Over-generalization covers instances when the learner creates a deviant structure on the basis of his experience of other structure in the target language. For example, *he can sings, we are hope, it is occurs, he come from* (Richard, 1974: 174).

   In this case, the students tend to use the previous structure and apply it on the test. Some students use simple present tense structure to do simple past tense test. For example, in the test item number 1:

   **Question** : He (get) the invitation from his Japanese friend.

   **Students’ answer** : He get the invitation from Japanese friend.

   **Correct answer** : He got the invitation from Japanese friend.

2. Ignorance of Rule Restriction

   In this type of error, the learner fails to observe the restriction of existing structure (Richard, 1974: 175). The result of the test shows that
some students cannot differentiate the regular and irregular verb. For example in the test item number 4:

Question : Jimmy (spend) his first two days ago in Tokyo, the capital city of Japan.
Students’ answer : Jimmy spende d his first two days ago in Tokyo, the capital city of Japan.
Correct answer : Jimmy spent his first two days ago in Tokyo, the capital city of Japan.

3. Addition

In this type of error, the learners not only omit elements which they regard as redundant but they also add redundant element (Corder in Emmaryana, 2010:8). For example in the test item number 7 and 8:

Question : when the sun (set) in the west.
Students’ answer : when the sun sets in the west.
Correct answer : when the sun set in the west.

Question : Tokyo (change) to an amusement centre.
Students’ answer : Tokyo changing to an amusement centre.
Correct answer : Tokyo changed to an amusement centre.
A. Conclusion

After finishing the research which is entitled “An Error Analysis of Using Action Verb in Recount Text Made by the First Year Students of SMA KARTIKA III-1 Banyubiru in Academic Year 2013/2014”, the writer can draw some conclusions. The conclusion are based on the test result about the student’s errors of using action verb in recount text as follows:

1. The types of errors produced of using action verb in recount text made by the first year students of SMU Kartika III-1 Banyubiru in the academic year of 2013/2014.

There are some types of errors that made by the first students of using action verb in recount text, they are: Over-generalization, Ignorance of rule restriction, and Addition. The students’ mastery of using action verb in recount text still fail, because there are 25 students or almost 50% students’ answer below 60%. It can be concluded that teaching learning process of using action verb in recount text at the first year students of SMA kartika III-1 Banyubiru should be increased.
2. The dominant errors of using action verb in recount text of SMA KARTIKA III-1 Banyubiru in the academic year 2013/2014.

Based on the test result of using action verb in recount text can be concluded that the dominant errors is caused by ignorance of rule restriction. It happens in question number 4 where there are 36 or 85.71% students gave the wrong answer and 6 or 14.29% students gave the right answer. The question number 4 is: “Jimmy ______(spend) his first two days ago in Tokyo, the capital city of Japan.”. All of the questions, which were presented in this test, are just to examine the students’ memory about the action verb in recount text. They must use their memory to change the verb I to verb II.

3. The solution must done by the English teacher to overcome the errors made by the students in using action verb in recount text.

The teacher should try to overcome the students’ problem by giving more explanation of regular and irregular form of action verb includes its exercises. The teacher also can apply such a drilling pattern, for example, question - anwer drilling, in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced in asking and answering the new question form. The method is aimed to stimulate the students in remembering the past form of regular and irregular form of action verb in recount text.
B. Suggestion

In this section the writer wants to propose the following suggestion to the teachers and students:

1. To the teachers
   a. The teachers should teach recount text clearly and motivate their students in learning English especially to focus on using action verb in recount text.
   b. The teachers should give more exercise and example especially to use action verbs in recount text.
   c. The teachers should give drills about action verb of regular and irregular verbs intensively, so the students can master it well.
   d. The teachers can also ask the students to learn and try to memorize regular and irregular verbs.

2. To the students
   a. The students should understand about using action verb in recount text correctly.
   b. The students must pay attention to the past form of action verb in recount text.
   c. The students must learn properly about regular and irregular verb in past form.
BIBLIOGRAPHY


APPENDIXES
CURICULUM VITAE

Name : Muflichatul Ista’in

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Education

1990 - 1996 : Program Primary School (SD N 03) Kebumen,

Kec.Banyubiru, Kab. Semarang

1996 - 1999 : Program Junior High School (SMP N)2 Ambarawa

1999 - 2002 : Program Senior High School (SMA) Kartika III

1 Banyubiru

2010- now : English educational Faculty of State Institute for

Islamic Studies (STAIN) of Salatiga
INSTRUMENT

Name : 
Student Number : 
Class : 

Read the recount texts below carefully and then change the action verbs with correct form of the words in parentheses!

Three years ago, Jimmy had a trip to Japan by plane. He (1)________(get) an invitation from his Japanese friends. He (2)____________(know) them when they (3)____________(join) a student exchange program five years ago.

Jimmy (4)__________(spend) his first two days ago in Tokyo, the capital city of Japan. It was also the biggest and busiest city in this country. Although the city was crowded, he (5)_______(feel) comfortable. The daytime was usually quiet. The Japanese people always (6)__________(speak) quietly in order not to bother other people. Even he couldn’t hear the sound of mobile phone in the train. However, the night was very splendid. For example, in Shinjuku or Roppongi he felt that the city was alive and attractive. When the sun (7)_______(set) in the west, Tokyo (8)___________(change) to an amusement centre. There was many ads here and there, but when the sun (9) _________(rise) in the east, I couldn’t find them. They were nowhere to be found.

On the third day, Jimmy (10)________(go) to Osaka by train and his friends would pick him up at the station. The Osaka station was large, so he was a little bit nervous. When he (11)_______(ask) for directions, the people always (12)________(show) him in the way with a smile. It (13)__________(give) him a good impression, so he could meet his friends easily. They showed him around Osaka. They (14)__________(treat) him to Japanese foods such as sushi, yaki, and denbura. The Japanese cuisine was very good. He had a really good time in Japan.

(Source: PAKAR Bahasa Inggris 2006)
Last Sunday my friend and I went to Lake Kintamani in Bali. The water was clean, the temperature was cool and there were trees surrounding the lake.

The next day we visited Tanah Lot. We took pictures of the temple. The scenery was amazing. There was holy water beside the rocky hill and there was a hole occupied by a big snake which considered sacred by the local people.

On Tuesday, we went to Sangeh where many wild monkeys walked freely and climbed the trees. In the afternoon we went home.

(Source: SIAP UNAS 2008-2009)

Last month my family and I went to Toraja to attend Grandpa’s funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa’s body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then move the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held this place. The coffin is borne from house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

One the last day, the grandpa’s coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and guests. Finally,
we (24)__________(install) the wooden puppet on a high balcony where other puppets representing the members of the whole family were already there. The funeral ceremonies (25)__________(make) my family and me tired. However, we were grateful because it ran smoothly.

(Source: Interlanguage: English for senior high school students X)

Good Luck!

Note:

• No Open Book.
• No Open Dictionary and Electrical Dictionary.
KEY ANSWERS

1. Got
2. Knew
3. Joined
4. Spent
5. Felt
6. Spoke
7. Set
8. Changed
9. Rose
10. Went
11. Asked
12. Showed
13. Gave
14. Treated
15. Visited
16. Took
17. Walked
18. Climbed
19. Slaughtered
20. Moved
21. Wore
22. Prepared
23. Brought
24. Installed
25. Made