AN ERROR ANALYSIS OF VERB USAGE IN RECOUNT TEXT MADE BY THE STUDENTS OF THE NINTH GRADE OF MTSN 6 AGAM

A THESIS

Submitted in Partial Fulfillment of Requirement for Obtain Strata One (S1) Degree in English Education Department

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LETTER OF ADVISOR APPROVAL

Thesis entitled "**An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam**" written by **Dimas Andhika (2319115)** has been accepted and approved to be examined in the presenting of the Thesis Examination. This approval is guaranteed and used appropriately

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ABSTRACT

Dimas Andhika (2319115), with the title **"An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam"**. A Thesis English Education Study Program of State Islamic University Sjech M. Djamil Djambek Bukittinggi. 2023/2024

This study aims to analyze students` error made by the third grade students of MTsN 6 Agam in using verbs. Specifically, it aimed at identify the types of error in using verbs in the past form in writing recount text and finding out the causes why the students make such errors.

The method used in this study is descriptive qualitative. This research was conducted by following the error analysis procedure: collecting sample of language learner, identifying errors, describing errors, explaining errors, and evaluating of errors. The data source of this research is the third grade students of MTsN 6 Agam which consists of five classes, namely class IX1 to class IX5. In this study, researchers used purposive sampling as a sampling technique for class IX1 consisting of 29 people. Furthermore, data were collected through tests conducted by students

Based on the findings and data analysis, the results showed that students made errors in three types of errors namely omission, addition, and misformation errors. From the frequency of each type of error, there were 9 errors of omission, 12 errors of addition, and there were 73 errors of misformation which are the most frequent errors made by students. Based on Touchie's theory, it is interpreted that the causes of errors made by students are caused by simplification, overgeneralization, hypercorrection, avoidance, and false concept hypothesis.

Keywords: Error Analysis, Types of Error, Causes of Error, Verbs

ABSTRAK

Dimas Andhika (2319115), dengan judul **"An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam"**. Skripsi Jurusan Pendidikan Bahasa Inggris UIN Sjech M. Djamil Djambek Bukittinggi. 2023/2024

Penelitian ini bertujuan untuk menganalisis kesalahan yang dibuat oleh siswa kelas tiga MTsN 6 Agam dalam menggunakan kata kerja. Secara khusus, penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan penggunaan kata kerja dalam bentuk lampau dalam menulis teks *recount* dan mencari tahu penyebab kesalahan yang dilakukan siswa.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan dengan mengikuti prosedur analisis kesalahan: mengumpulkan sampel pembelajar bahasa, mengidentifikasi kesalahan, mendeskripsikan kesalahan, menjelaskan kesalahan, dan mengevaluasi kesalahan. Sumber data penelitian ini adalah siswa kelas tiga MTsN 6 Agam yang terdiri dari lima kelas, yaitu kelas IX1 sampai kelas IX5. Pada penelitian ini, peneliti menggunakan *purposive sampling* sebagai teknik pengambilan sampel untuk kelas IX1 yang terdiri dari 29 orang. Selanjutnya, data dikumpulkan melalui tes yang dilakukan oleh siswa

Berdasarkan hasil temuan dan analisis data, diperoleh hasil bahwa siswa melakukan kesalahan pada tiga jenis kesalahan yaitu kesalahan *omission,* kesalahan *addition*, dan kesalahan *misformation*. Dari frekuensi masing-masing jenis kesalahan, terdapat 9 kesalahan *omission*, 12 kesalahan *addition*, dan terdapat 73 kesalahan *misformation* yang merupakan kesalahan yang paling sering dilakukan oleh siswa. Berdasarkan teori *Touchie,* diinterpretasikan bahwa penyebab kesalahan yang dilakukan oleh siswa disebabkan oleh *simplification, overgeneralization, hypercorrection, avoidance,* and *false concept hypothesis*.

Kata Kunci: Analisa Kesalahan, Tipe-tipe Kesalahan, Penyebab Kesalahan, Kata Kerja

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahirabbil`alamin, in the name of Allah SWT, the most gracious and most merciful who always provide health, strength, and convenience for researcher to complete this thesis under the title "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam". Shalawat and Salam to the Prophet Muhammad SAW who has teach us and guide us, how to follow and to love our lord Allah SWT.

The researcher would like to express the deepest gratitude to the people who contributed and assisted the researcher in carrying out this research. They are:

1. Prof. Dr. Ridha Ahida, M.Hum as the rector of UIN Sjech M. Djamil Djambek Bukittinggi. Dr. Asyari S.Ag.M.Si as Vice Rector I for academic and Institutional Fields. Dr. Zulfani Sesmiarni, M.Pd as Vice Rector II for Finance and Planning, and Dr. Arman Husmi, Lc., MA as Vice Rector III for Alumni and Cooperation.
2. Dr. Iswantir M, M.Ag as Dean of the Faculty of Tarbiyah and Teaching Training.
3. Merry Prima Dewi, M.Pd as Head of English Education Department.
4. Reflinda, SS, M.Pd as the advisor who has provided extraordinary input and time of knowledge during the completion of this thesis. Thanks so much.

5. Mutia Rahman, M.Pd, Elsy Pranita, M.Pd and Nomi Sofianti, S.S as validators of this thesis instruments, thanks for the correction and suggestion.
6. The Librarion of State Islmaic University Sjech M. Djamil Djambek Bukittinggi who have assisted researcher in finding references and knowledge in preparing the thesis.
7. All of the lecturers, especially English lecturers who have given their knowledge, ideas, and contributions during this research and helped to complete the thesis
8. Hj. Wellusia, S.Pd., M.Pd. as the headmaster of MTsN 6 Agam. Furthermore, all administrative staff at MTsN 6 Agam, all the teachers, especially English teacher, Marlius Susanti, S.Pd who has been kind enough to help researcher to complete this thesis. Then, all of the students at MTsN 6 Agam, especially the students of XI1 class
9. Beloved family for mother (Kasminar), father (Suharman), brother (Ridho Pramana Putra, Rival Pernando, Rangga Deska Zulfani), and sister (Nabila Arieska Putri). Thanks for all of the support, love, motivates, and the prayers to finish this thesis
10. To all my friends in the English Education Department who have come together through all the obstacles and challenges to get to this point.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most widely used languages in the world. It is the language of international business, politics, and education. In Indonesia, English is taught as a foreign language in schools, colleges, and universities. The aim of teaching English is to enable students to communicate effectively in English. To achieve this, students need to master various aspects of the English language, including grammar, vocabulary, and pronunciation.

English is an important language in the field of education, as it is widely used as a medium of instruction and communication in many academic settings around the world. In many countries, English is taught as a second language from an early age, and it is a compulsory subject in many school systems. English is a foreign language for Indonesian students. Most of them learn English because English is a part of Indonesian curriculum at the primary or secondary level

At many schools in Indonesia, English is typically taught as a subject that includes the study of grammar, vocabulary, reading, writing, listening, and speaking skills. Students learn the fundamentals of English language and literature and develop the ability to use English effectively for communication and academic purposes.

English is a foreign language for Indonesian students. Most of them learn English because English is a part of Indonesian curriculum at the primary or secondary level. English plays a significant role in education, from primary and secondary schools to higher education and beyond. It is a key language for communication, research, and academic advancement, and proficiency in English is essential for success in many educational and professional contexts.

In Learning English there are a lot of different tenses that learners should understand. According to Joshi (2014), Tense is any form of a verb that can be used to show the time of the action, event, or situation expressed by the verb. There are three kinds of tenses, they are past tense (a sentence that usually expresses an action that happened in the past), present tense (a sentence that usually expresses an action that happened in the present or at this time), and future tense (a sentence that usually expresses an action that will happen in future). (Joshi, 2014)

Simple past tense is to express an action or state that happen in the past or happened before now. In other words, learners should have mastered past tense to understand the subject or the topic that's being talked about. (Blakesley & Hoogeveen, 2011). Understanding past tense is important to gain knowledge that someone is talk about something that already happen or occur in the past.

In many kinds of various tenses, what students need to pay attention to is grammar which is useful for arranging words to form a meaningful

sentence. And grammar is one of the most challenging aspects to learn English for Indonesian learners, especially the use of verbs.

The Learners should pay attention about verbs, especially regular and irregular verbs. Regular verbs are a category of verbs in grammar that follow a consistent pattern, which is the fact to put –ed and –d to the base form of the verb. While irregular verbs do not follow the regular pattern of adding “-d” or "-ed" to the base form to form the past tense. Instead, irregular verbs have different forms for the past tense and the past participle. Indonesian learners often make errors in the use of irregular verbs, which can affect their communication skills in English.

For example, to make a past form of *cook*, students just add –ed at the end of the word so it becomes *cooked* because *cook* is a regular verb. And, to make the past form of irregular verbs such as *buy*, students cannot only add –ed or –d to make it into the past form, but students have to memorize the change of verbs which is *buy-bought-bought*.

Tomakin (2014) said that somebody cannot master a language without its grammar because grammar helps people to construct words into meaningful sentences. Grammar is one of the very important aspects that language learners should master because grammar is used to make words correctly put in a sentence. And learning a language is impossible without learning grammar.

Grammar consists of many elements such as part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection),

tenses, modal auxiliaries, comparison degree, etc. And two kinds of verbs such as regular verbs and irregular verbs.

However, students often experience difficulties in using verbs correctly, which can lead to errors in communication. Therefore, it is very important to analyze students' errors in using regular and irregular verbs to help improve their English learning and ensure that students can master the grammar needed to communicate effectively in English.

According to Jeremy Harmer (1998), errors are mistakes that someone can’t correct themselves and need explanation. On the other hand, errors are caused by a lack of knowledge about the target language that makes the learner can’t correct themselves. It means the error is a kind of incorrect hypothesis that someone can’t correct them self while a mistake is a kind of incorrect hypothesis that someone can correct themselves.

Error analysis is a useful tool for identifying and analyzing learners' errors in language learning. It can provide insights into learners' difficulties and help teachers to design more effective language teaching materials and strategies.

However, the researcher has done preliminary research by interviewing one of the English teachers and some of the students and also gave the students a quiz at MTsN 6 Agam which was conducted on June 18th 2023. The teacher admitted that the ninth-grade students of MTsN 6 Agam often made an error in using verbs whether it is regular or irregular, because regular verb is easy to remember but students often forget to use it

when needed, while irregular verbs is difficult to remember because of the changes of base form into simple past form which has no pattern, the unclear changes in the distinctive verb pattern also make some students admit that irregular verbs are difficult to remember.

Based on the result of the quiz (see appendix 2, page 40), the example of errors that often students make in using regular and irregular verbs are, instead of *tried* the students made *tryed* for the simple past form of *try*, instead of *spoke* the students made *speaked* for the simple past form of *speak*, instead of *followed* the students made *following* for the simple past form of *follow*, and instead of *sold* the students made *selled* for the simple past form of *sell*.

There are several different types of errors that are based on different domains. Dulay, Burt, and Krashen classified errors into four categories, with James adding a fifth based on the surface structure taxonomy. The categories include omission, addition, misformation, misordering, and blends. (James, 2013)

In this case when students made *selled* and *speaked*, the students commit a misformation error because students use the wrong form for the simple past form, when students made *tryed* and *following*, the students commit an addition error because students involve an item that should not be present in a correct word or morpheme.

There are various causes of errors in the process of learning foreign language, especially in learning English. Touchie (1986) , divided causes of

error into eight parts. They are simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concept hypothesized

Based on the problem above, it can be seen that some students may make errors when using verbs. So, the researcher would like to analyze what kinds of errors students' made in using verbs. Then, the researcher also would like to analyze the causes of error that happen in using verbs by students. This research entitled "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam"

B. Research Problem

Based on the background of the problem above, some problems can be identified, such as:

1. The students' difficulty in using verbs
2. The kinds of errors that students made in using verbs.
3. The causes of students' errors in using irregular verbs

C. Focus of the Problem

Based on the identification of the problem above, the researcher limited this research which is focused on the analysis of common errors made by students in using verbs based on surface structure taxonomy at the ninth-grade of MTsN 6 Agam

D. Research Question

Referring to the identification of the problem and limitation of the problem above, the researcher formulated the problem as follows:

1. What types of errors that students' made in using verbs?
2. What causes of errors that students' made in using verbs?

E. Purpose of the Research

Based on the research question above, the purpose of this research formulate as follows:

1. To find out what types of errors that students make in using verbs.
2. To find out what causes of errors that students make in using verbs.

F. Significant of the Research

The significances of this study are expected to provide useful information for students, the English teacher, and the further researcher.

1. The Students

   The result of this study is expected to give an input for the students to improve students' knowledge.

2. The English Teacher

   The result of this study is expected to give useful information to the English teacher about the students'

mastery of irregular verbs to improve the quality of students' learning.

3. The Further Researcher

This study is expected can be used by other researcher to do better research of teaching and learning cases.

G. Definition of Key Term

1. Error Analysis

Error analysis is a technique use to analyze a state or an action that is inaccurate or incorrect. Error analysis is also a method to analyze the errors that made by students in any kind of subject.

2. Verbs

A verb is a part of speech that represent an action or describe states, verbs tells what someone and something is doing. There are two kind of verbs, which are regular and irregular verbs. Regular verbs follow a simple pattern which is added –ed or –d to the base form of verb, while irregular verbs do not follow the regular pattern.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. Definition of Error Analysis

There are a lot of various aspects that need to be mastered in language learning but certainly, language learners will certainly not be exempt from making mistakes or errors. There is no perfect learning without mistakes, because from mistakes a language learner is able to analyze and correct the mistakes made.

According to Brown (1985), learning is essentially a process that necessitates making mistakes. Whether it's acquiring new skills or gathering information, errors, misjudgments, miscalculations, and incorrect assumptions play a significant role in learning.

Making mistakes and errors is a normal and expected part of the language learning process for children as they learn native language. As the children receive feedback from adults, they gradually learn how to create sentence in their native language that are grammatically and semantically correct. (Erdogan, 2005)

Even in learning a native language, students may make some mistakes and errors, and of course language learners may also make errors when learning a foreign language. Even so, errors that occur

during language learning will not be a problem for language learners because from mistakes language learners are able to analyze their limits.

According to James (2013), error analysis involves identifying how often and why language errors occur, as well as understanding their nature and the results they produce, James also describes that error analysis can be used as the procedure of identifying the incidence, nature, causes and also the consequences of unsuccessful language. Brown (2007) also explains that the occurrence of learners' errors, which can be seen, studied, and categorized in order to gain insights into the learning process, that led to an increase in the study of learner`s errors. This area of study is known as error analysis. So, in this research the researcher would like to observe, analyze, and classify students' errors in using irregular verbs.

2. The Differences between Errors and Mistakes

Hubbard et al. (1983) differentiate between errors and mistakes. Errors happen when someone lacks knowledge about the target language (English) or when they have incorrect assumptions about it. On the other hand, mistakes occur due to temporary lapses of memory, confusion, slips of the tongue, and similar situations.

In the same situation, Erdogan (2005) also distinguished between mistakes and errors. Mistakes can be corrected when someone is made aware of them. On the other hand, errors are the use of linguistic

items by language learners that lead to and indicate incomplete learning, in short it occurs because language learners does not know what is correct and thus it cannot be self-corrected.

Several expert opinions have been explained related to errors and mistakes above that errors occur due to lack of knowledge or incorrect hypothesis and cannot be self-corrected. While mistakes can occur due to temporary lapses of memory, confusion also slips of the tongue, and they can be self-corrected.

3. Types of Error

According to Dulay, Burt and Krashen's theories on language acquisition, error analysis based on surface strategy taxonomy in language learning has identified four distinct types of errors: *omission*, *addition*, *misformation*, and *misordering* (1982). Besides, that four categories, James added one category which is *blends* (2013). These categories serve as a tool for understanding and analyzing the error made by language learners during the process of acquiring a second language.

a Omission

According to Dulay et al. (1982) “Omission are characterized by the absence of an item that must appear in a well-formed utterance.” It means that omission in language occur when a necessary element or item is missing from a sentence or phrase,

resulting incomplete grammatically incorrect expression. Here are the example of the omission:

Correct sentence: “She eats breakfast every morning”

Omission: “She breakfast every morning”

In this example, the verb “eats” has been omitted, resulting in an incomplete sentence. Without the verb, he subject "She" does not have the necessary action or state in the sentence. The omission of the verb disturbed the grammatical structure.

b Addition

Dulay et al. (1982) state that addition errors can be seen as the opposite of omission errors, which this error involve an item that should not be present in a grammatically correct sentence. This error divided into three sub categories, which are:

1) Regularization

Regularization refers to the addition of elements that follow a regular pattern but do not align with the correct rules of the target language. It often occurs when learners apply a rule recklessly, even in situations where it is not appropriate. For example:

Regularization error: “I eated a lunch an hour ago”

In this sentence, applying a regular past tense rule by adding “-ed” to the verb “eat” to form the past tense is incorrect. The word “eat” is an irregular verb, and the

correct past tense form is “ate.” Therefore, the correct sentence would be “I ate lunch an hour ago.”

2) Double Marking

Double marking occurs when a learner adds multiple markers or elements to convey the same grammatical function or meaning. It involves redundancy and overuse of linguistic features. For example:

Double marking error: “I will can go to the party”

In this sentence, added both the modal verb “will” and “can” to express future ability is incorrect. In English, only one modal verb is typically used to convey the intended meaning. Therefore, the correct sentence would be “I will go to the party” or “I can go to the party”

3) Simple Addition

Simple addition involves adding an unnecessary word, phrase, or clause without any specific grammatical or semantic purpose. This can happen when learners attempt to provide more information or clarify their message but end up including extraneous elements. For example:

Simple addition error: “I went to the store yesterday in the afternoon”

In this sentence, adding “in the afternoon” is unnecessary and make the sentence redundant. Therefore, the correct sentence would be “I went to the store yesterday”

c Misformation

According to Dulay et al. (1982), “Misformation error are characterized by the use of the wrong form of the morpheme or structure.” It occurs when the learner provides incorrect or inaccurate information in their language production. This could involve using the wrong verb tense, choosing the incorrect vocabulary, or providing factually incorrect statements. Furthermore, misformation is classified into two subtypes, which are:

1) Archi-forms

Archi-forms occur when the learner select one member of a class of forms to represent other in the class. For example, when the learner can use the word *this*/*that*/*these*/*those*, the learner might use only one.

2) Alternating Form

Alternating form is the way to the apparently fairly free alternation of various members of a class with each other. For example: “I *seen* him yesterday” for “I *saw* him yesterday”

d Misordering

According to Dulay et al. (1982), “Misordering error are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.” Misordering refers to errors in word order or sentence structure. This can include placing words or phrases in the wrong position within a sentence, resulting in structural errors. For example:

Incorrect sentence: “He is all the time late”

Correct sentence: “He is late all the time”

e Blends

Blends commonly occur in situations where there are two well-defined options, and the learner is uncertain about which of those options they prefer to use. For example:

Incorrect sentence: “According to Erik’s Opinion”

Correct sentence: “According to Erik” or “Erik’s Opinion”

It is important to note that these four types of errors identified by Dulay, Burt, and Krashen's theories and the fifth added by James are based on the surface structure taxonomy. This taxonomy focuses on observable errors in language production rather than underlying linguistic competence. By analyzing and understanding the types of errors learners make, language teachers and researchers can gain insights into the challenges faced by language learners and develop

effective instructional strategies to address these errors and facilitate language acquisition.

4. Causes of Error

Learning a new language can be a challenging process, and making errors along the way is a natural part of the journey. There are several reasons why these errors occur. They can stem from the influence of our native language, limited exposure to the new language, trying to apply rules in the wrong contexts, or not receiving clear instruction. Additionally, individual differences in learning styles and abilities also play a role.

According to Touchie (1986), There are 8 factors that cause error, which are simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concept hypothesized.

a Simplification

Learners tend to use simpler forms and structures instead of more complicated ones. For example, they might choose to use the simple present tense instead of the present perfect continuous tense as a way of simplifying their language.

b Overgeneralization

Overgeneralization refers to using a form or structure in one situation and incorrectly applying it in other situations where it

shouldn't be used. It involves extending the use of a rule beyond its appropriate context. For instance, learners may mistakenly use "comed" and "goed" as the past tense forms of "come" and "go," or they may omit the third person singular "s" in sentences like "he go."

It should be noted that simplification and overgeneralization are used by learners in order to reduce their linguistic burden.

c Hypercorrection

Hypercorrection occurs when a teacher's attempts to correct a student's error cause the student to make a mistake in the form that is actually correct.

d Faulty Teaching

This kind cause of error can happen when learners make mistakes because of their teachers, the materials they use, or the way concepts are taught. This is closely related to the idea of hypercorrection mentioned above. Interestingly, it can also happen that teachers start adopting their students' errors after teaching for a long time.

e Fossilization

This form of fossilization error occurs because of errors that have persisted for a long time so it is difficult to remove, usually occurring in pronunciation.

f Avoidance

This cause of error happens because some syntactic structures are difficult to produce for some learners. Consequently, these learners avoid these structures and use instead simpler structures.

g Inadequate Learning

This is mainly because learners are not aware of certain rule limitations or have not fully understood and learned all the necessary details.

h False Concepts Hypothesized

False Concepts Hypothesized are errors committed by learners caused by incorrect hypotheses formed by learners about the target language.

5. Source of Error

According to Brown (2007), the sources of error can be divided into four parts. They are interlingual transfer, intralingual transfer, learning context and communication strategies.

a Interlingual Transfer

People often make mistakes due to the influence of their native language when learning a new language. This is known as interlingual transfer, and it's more common in beginners who haven't fully grasped the rules of the new language and rely on their native language as a reference.

b Intralingual Transfer

Intralingual transfer plays an important role in second language acquisition. Research shows that in the early stages of language acquisition, interference from the learner's native language is normal. However, this interference decreases as the learner begins to understand parts of the new language system.

c Context of Learning

Context of Learning is the third significant source of errors. "Context" refers to the classroom environment with the teacher and learning materials at school or the social environment for untaught second language learning. Students may make errors due to misleading explanations from teachers, incorrect presentations in textbooks, or even improper contextualization of rarely memorized patterns during practice.

d Communication Strategies

Learners use production strategies to effectively communicate their messages, but sometimes these very techniques can lead to errors.

6. Procedures of Error Analysis

According to Savile-Troike (2012), there are several steps in procedure for analyzing learners errors. They are collection of a sample of learner language, identification of errors, descriptions of errors, explanation of errors, and evaluation of errors.

a Collection of a sample of learner language

In this step, data is collected from multiple learners who answer a given task or test according to the research objectives.

b Identification of errors

During the error identification process, the researchers selected a sample of learners who showed deviations from the target language in various ways.

c Descriptions of errors

In this step, the errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (auxiliary system, passive sentence, etc.), or more specific linguistic elements (e.g. articles, prepositions, etc.).

d Explanation of errors

In the explanation of errors, researchers explore to analyze why learners make certain errors. The researchers aim to identify the causes or sources that contribute to the errors in the learners' language production.

e Evaluation of errors

This step involves analysis of what effect the error has on whoever is being addressed.

7. Definition of Verbs

Verbs are one of the fundamental parts of speech in English language learning. They play a central role in expressing actions, events or states of being. Essentially, verbs tells 'what is happening' or 'what is' in a sentence. Without verbs no sentence can be made to express thought, because verbs is the only parts of speech that can be used to express a thought.

The type of situation, whether it's an action, an event, a state or something else, is primarily determined by the verb used. For example, "I opened the window" is an action, "the building collapsed" is an event, and "they know the rules" is a state. (Huddleston & Pullum K., 2010). In short, the type of situation in a sentences is determined by the choice of verb, whether it’s an action, event, state, or another circumstances.

Jeremy Harmer (2010) define verbs as words or groups of words used to describe actions, experiences, or states matches with the fundamental role of verbs in language. In addition to actions, verbs helps to express the ever-changing states of the emotions, thoughts, and surroundings. They enable to convey not only what we do but also what we know, believe, feel, and imagine. This variety makes verbs an essential part of everyday communication in English and all other languages.

However, verbs are powerful and flexible words that help language users express actions, describe things, and talk about events. They are essential for creating sentences, sharing stories, and getting the ideas across, making them a crucial part of effective communication in any language, including English.

8. Kinds of Verbs

According to their changes of form, verbs are divided into regular and irregular verbs. A regular verb is a verb that follows the normal conjugation pattern in a language, while an irregular verb doesn't follow this pattern. This difference can also be seen in other word types like nouns and adjectives. (Shakhnoza, 2022)

a Regular Verbs

Regular verbs is more than irregular verbs exist. Joshi (2014) states that regular verbs changes their past tense by adding –d or –ed. For example Accept-accepted, cause-caused, need-needed, and open-opened

Here is the typical pattern for the conjugation of regular verbs in English:

1) Base form (present tense): This is the base form of the verb. For regular verbs, this is the same as the dictionary form of the verb. For example, 'talk', 'walk', and ‘jump’.
2) Past tense: To form the past tense of regular verbs, simply add "-ed" to the base form. For example, "talk" becomes

"talked", "walk" becomes "walked", and “jump” becomes jumped.

3) Past Participle: The past participle of regular verbs is also formed by adding "-ed" to the base form. For example, "talk" becomes "talked", "walk" becomes "walked", and “jump” becomes jumped.

It's important to note that there are some spelling rules and variations for regular verb conjugation. For example, if a regular verb ends in 'e', you usually just add -d instead of -ed in the past tense and past participle. Understanding regular verbs and their conjugation is a fundamental aspect of English grammar and helps learners to communicate accurately in the past and present perfect tenses.

b Irregular Verbs

Irregular verbs are a unique category of verbs in the English language that do not follow the regular pattern of verb conjugation. Unlike regular verbs, which form their past tense and past participle by adding "-ed" or "-d" to the base form, irregular verbs have their own unique forms.

For example, let's consider the verb "go." In its base form (infinitive), we say "go." However, when forming the past tense, the verb changes to "went," completely diverging from the regular "-ed" pattern. Similarly, the past participle of "go" is "gone,"

which also does not follow the typical "-ed" pattern of regular verbs.

There are numerous other irregular verbs in English, each with a different spelling change or pronunciation. Some examples include:

1) "Eat" changes to "ate" in the past tense and "eaten" in the past participle.
2) "Be" exhibits multiple forms such as "am," "is," "are," "was," "were," and "been."
3) "Have" remains the same in the base form and past tense, but the past participle changes to "had."
4) "Do" becomes "did" in the past tense and "done" in the past participle.
5) "See" transforms to "saw" in the past tense and "seen" in the past participle.

Leech & Svartvik (2003) state that Irregular verbs are a small number of verbs, among some of the most commonly used verbs in the language, which have forms that differ from the regular tense form.

It means that irregular verbs are a relatively small group of verbs, even though they are frequently used in the language. These verbs have forms that deviate from the regular pattern of verb conjugation for tense, such as the formation of past tense or

past participle forms. In contrast to regular verbs, which follow a predictable pattern, irregular verbs have their own unique forms that must be learned individually.

9. Forms of Verbs

a Regular Verbs

Regular verbs follow a predictable pattern when formed in different tenses, especially in the past tense. They are called 'regular' because they follow a standard rule for forming the past form and past participle form, which is to add '-ed' to the base form of the verb. Regular verbs has some form that should be understand, which are:

1) The base form which is call, propose, and start
2) The –s form which is calls, proposes, and starts
3) The –ing form which is calling, proposing, and starting
4) The –ed form which is called, proposed, and started

The following are some regular verb in their base, past, and past participle form:

Table 1. 1 The Regular Verbs Form

Base form	Past from	Past participle form
Accept	Accepted	Accepted
Accompany	Accompanied	Accompanied
Call	Called	Called
Cancel	Cancelled	Cancelled
Cause	Caused	Caused

Cook	Cooked	Cooked
Count	Counted	Counted
Create	Created	Created
Define	Defined	Defined
Describe	Described	Described
Die	Died	Died
Dry	Dried	Dried
Edit	Edited	Edited
Enjoy	Enjoyed	Enjoyed
Hunt	Hunted	Hunted
Knock	Knocked	Knocked
Laugh	Laughed	Laughed
Need	Needed	Needed
Open	Opened	Opened
Pass	Passed	Passed
Pay	Paid	Paid
Pray	Prayed	Prayed
Prepare	Prepared	Prepared
Produce	Produced	Produced
Propose	Proposed	Proposed
Stare	Stared	Stared
Start	Started	Started
Support	Supported	Supported
Try	Tried	Tried

b Irregular Verbs

According to Leech & Svartvik (2003), there are three main types of irregular verbs, which are:

1) Verbs where all the three principal parts (the base form, the past form, and the past participle form) are identical. For example: Put-put-put & Read-read-read
2) Verbs where there are two principal parts are identical. For example: Buy-bought-bought & Come-came-come
3) Verbs where all the three principal parts are different. For example: Eat-ate-eaten & Go-went-gone

The following are groups of verbs according to how three past form and past participle forms differ from the base form:

a All three verb parts are identical

Table 1. 2 Three Identical Irregular Verbs (V1=V2=V3)

Verb 1	Verb 2	Verb 3
Bet	Bet	Bet
Cut	Cut	Cut
Cost	Cost	Cost
Fit	Fit	Fit
Hit	Hit	Hit
Put	Put	Put
Let	Let	Let
Set	Set	Set
Thrust	Thrust	Thrust
Wed	Wed	Wed

b Two verbs parts are identical

Table 1. 3 Two Identical Irregular Verbs (V1&V2=V3)

Verb 1	Verb 2	Verb 3
Buy	Bought	Bought
Build	Built	Built
Catch	Caught	Caught
Come	Came	Come
Find	Found	Found
Keep	Kept	Kept
Leave	Left	Left
Make	Made	Made
Run	Ran	Run
Sell	Sold	Sold
Send	Sent	Sent
Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought

c All three verb parts are different

Table 1. 4 Three Different Irregular Verbs (V1&V2&V3)

Verb 1	Verb 2	Verb 3
Begin	Began	Begun
Break	Broke	Broken
Choose	Chose	Chosen
Do	Did	Done
Drive	Drive	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Give	Gave	Given

Go	Went	Gone
Ring	Rang	Rung
Ride	Rode	Ridden
Rise	Rose	Risen
Shake	Shook	Shaken
Sink	Sank	Sunk
Swim	Swam	Swum
See	Saw	Seen
Speak	Spoke	Spoken
Take	Took	Taken
Wear	Wore	Worn
Write	Wrote	Written

10. Definition of Recount Text

A recount text is a type of text that tells a story or describes an event in chronological order. Its primary purpose is to retell past events or experiences in a clear and organized manner. Recount texts are often used to convey personal experiences, historical events, news reports, or even fictional narratives.

According to Azhar (2016) A recount text is wrote to provide information about past occurrences, it is part of the genre of retelling events for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence

Examples of recount texts include personal diaries, news articles, historical accounts, travelogues, and autobiographical narratives. Overall, recount texts serve as a means of sharing experiences, informing others about events, and providing a detailed account of past occurrences in a structured and coherent manner.

11. Generic Structure of Recount Text

Recount text has several elements, one of which is the generic structure. In making recount text, it should match the existing generic structure, because this is an early grounding in making text recount According to Derewianka (1990) generic recount text structure is as follows:

a Orientation

The orientation gives the audience the necessary context to understand the text. To provide a comprehensive orientation, use the questions (who, what, when, where, and why). The writer or speaker should provide information about what happened, the individuals or subjects involved, the timing, the location, and the reasons. Being aware of the audience and the purpose will help the writer to decide how much detail is needed.

b Events

The main body of the narrative text is given over to a description of the events in chronological order. Each event is presented in a clear sequence, giving details of what happened,

how it happened, and any relevant information. The events section is where the main story takes place and grabs the reader's attention.

c Re-Orientation

Also known as the conclusion or resolution, the re-orientation provides closure to the recount text. It summarizes the key events that were recounted and often reflects on the significance or outcome of those events. This section may also offer insights, reflections, or personal thoughts about the experience.

B. Review of Related Studies

Some research has been conducted in connection with error analysis that students have made. Firstly, the research has been conducted by Putri Mega Susanti in 2017 entitled "An Error Analysis on the Use of Past Tense in Narrative Text". This study aims to analyze the errors made by students in using past tense in Narrative text paragraphs. Researchers used qualitative descriptive methods. This research has been carried out by using four types of errors: omission, addition, misformation, and misordering. The research shows that the highest errors made by students is misformation errors with 52% results which are due to students felt confused to understand simple past, and did not know the meaning and differences between regular and irregular verbs, and students also admit that they seldom do practice to make paragraphs in English.

Secondly, a research entitled "An Error Analysis of Regular and Irregular Verbs Used in Narrative Essays" in 2018 was conducted by Susilawati and Muhammad Sulhan which aims to analyze the errors of using regular and irregular verbs in narrative essays. The study used qualitative descriptive approach. This research resulted in an error analysis of 30 narrative essays written by 30 students which found a total of 150 errors. There were 108 errors found in the use of irregular verbs (72%) and 42 (28%) errors in the use of regular verbs.

Thirdly, a research conducted by Tira Nur Fitria in 2021 entitled "An Analysis of Regular and Irregular Verbs in Students' Writing Essay". The purpose of this study is to find out the use of regular verbs and irregular verbs in students in writing essays and to find out the most dominant past tense verbs written by students in writing essays. This research is a descriptive qualitative method. Based on the analysis of 14 students' essays, it shows that students use regular and irregular verbs in their essays. More specifically, there are 312 data found from the use of verb 2 (past tense). In regular verbs, there are 142 data usage or 45.51% and 170 data or 54.49% in irregular verbs usage. This shows that irregular verbs are the most dominant verbs found in students' essay writing.

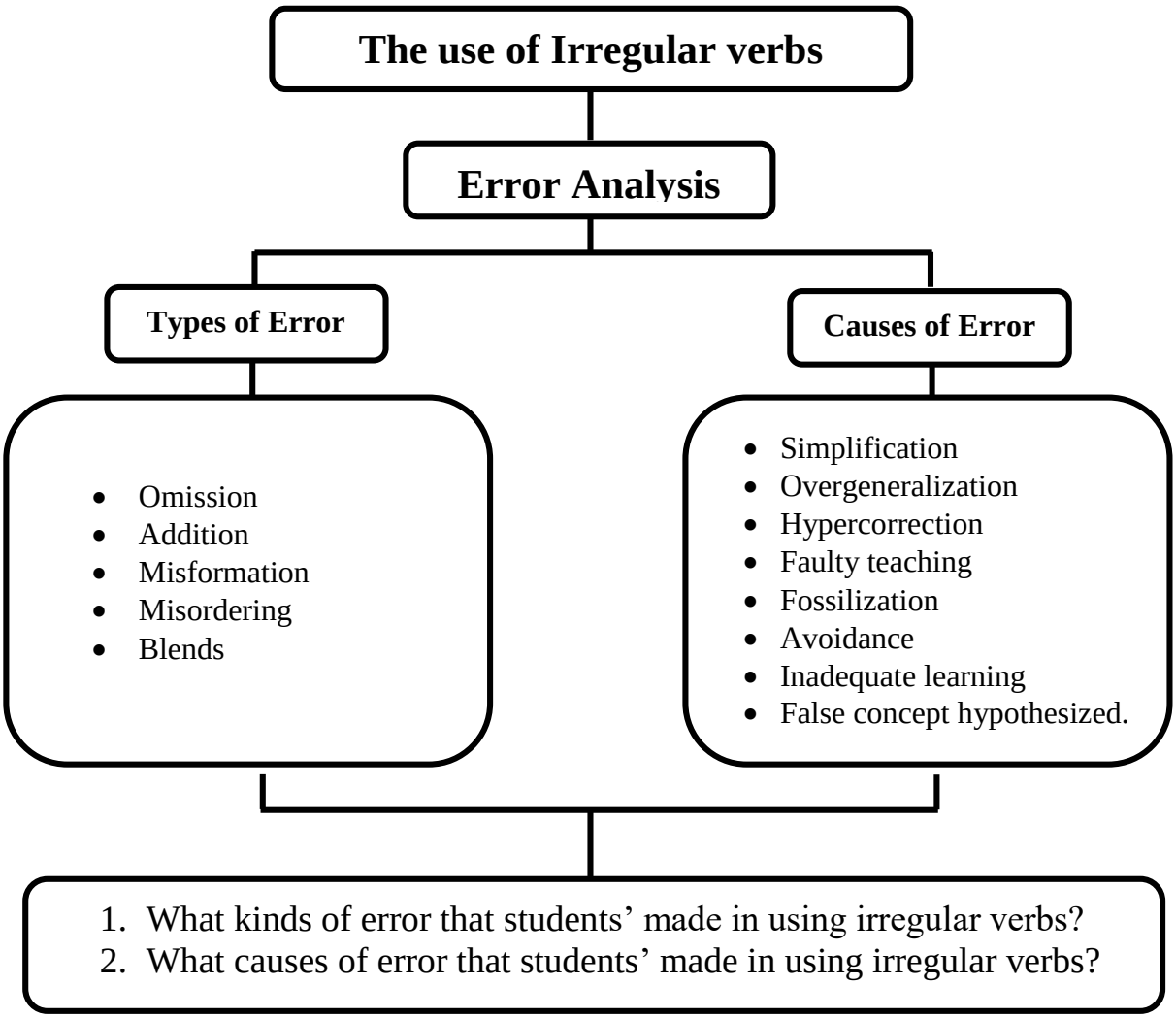
From the three studies mentioned above, it can be concluded that error analysis is very useful for understanding the errors that can be made by learners during language learning. The first study discussed the errors students made when using the past tense in narrative texts. The second study

discusses error analysis that emphasizes the use of regular and irregular verbs in narrative essay. Finally, the third study analyzes the use of regular and irregular verbs in students' essay writing.

In terms of comparison, the first study emphasizes the analysis of errors in past tense material, so the research study includes regular and irregular verbs as well as to be, to have, and to do. The second study found in its analysis that the use of irregular verbs showed more errors. The third study showed the use of irregular verbs that were used more by students in writing essays. It can be seen from the third study that students used more irregular verbs, and in the second study it was found that there were more errors in the use of irregular verbs than regular verbs, and in the first study that did not limit the research made the researcher want to analyze the errors made by students in using irregular verbs.

C. Conceptual Framework

Conceptual framework of this research can be created as follow:



The conceptual framework above shows how the researcher focus about the use of irregular verb by the ninth-grade students of MTsN 6 Agam and analyze the error by the types of the error and the causes of error. Furthermore, this research will investigate **"**Error Analysis Made by the Ninth-Grade Students of MTsN 6 Agam in Using Irregular Verbs

CHAPTER III
RESEARCH METHOD

A. Research Design

This research has used qualitative descriptive method as research design. Thus, the researcher would know the types and causes of errors made by students in using irregular verbs. According to Polkinghorne (2005) Qualitative research involves investigating and explaining human experiences as they occur in individuals' lives. Researchers who utilize qualitative methods gather data that serve as supporting evidence for their refined descriptions. It means a qualitative research is a research design where the researcher collects and presents the data with using description.

As also explained by Berg and Lune (2017) Qualitative research effectively aims to find solutions by analyzing various social environments and the people or groups present in these environments. In addition, the goal of qualitative research is to assist the researcher in finding solutions to social phenomena by conducting research on the subject of study. To summarize, when using qualitative research, researchers should stay neutral in their opinions and be consistent in their views because the findings remain unchanged.

B. Research Informants

This research was conducted in the ninth grade of MTsN 6 Agam. The ninth grade of MTsN 6 Agam has five classes, namely the IX1, IX2, IX3, IX4, and IX5. In this case, based on purposive sampling technique the

researcher have conducted research for the IX1 class as the total of students is 29 students because the IX1 class was found to have difficulty using verbs in the past tense, and it was the class with the most students among the other classes.

C. Research Instrument

The instrument for this research is by giving the students a writing test in the form of recount text based on students` experiences. The researcher allowed the students to freely choose the theme of what experienced they would write. The purpose of the test is to know the errors and causes that students made in using verbs.

D. Technique of Data Collection

To collect data for the research, the researcher gave a writing test in the form of a recount text based on students' experiences. After administering the test, the researcher collected the results of the students' tests. From the results of the students' tests, the researcher analyzed what kinds of errors that students made in using verbs.

E. Technique of Data Analysis

After collecting the data, the researcher identified the error and determine the types of error and causes of the errors. The researcher used the Surface Strategy Taxonomy theory of James which consists of omission, addition, misformation, misordering, and blends to classify the types of errors. The researcher using observation checklist to describe about what

kinds of error that students made in using verbs. A checklist is a good way to make sure an evaluation is useful and answers its questions. It helps gather good information, and it also looks at and shares the important findings from the evaluation. (Patton, 2003)

It means using a checklist is an effective approach to evaluating and responding to questions in an evaluation, ensuring the collection of relevant qualitative data, and facilitating the analysis and reporting of findings.

Table 2. 1 Table of Error Description

Students	**Types of Error**					**Error**	**Correction**
	O	**A**	**Mf**	**Mo**	**B**		
Student 1							
Student 2							

Notes:
O = Omission Mf = Misformation B = Blends
A = Addition Mo = Misordering

Then, use the theory of Touchie (1986), to identify causes of errors of the students, which consist of simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concept hypothesized.

In data analysis, the researcher used the procedures from Saville-Troike (2012), that claim there are five steps in analyzing data. Which are collection of sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors.

In the first step, the researcher collects the data by giving a writing test in the form of recount text, and ask to write their experienced for the ninth-grade students of MTsN 6 Agam.

Next, after collecting data, the researcher identify the data obtained from the test results into the table of error analysis by marking the error part with red color and also give the evaluation about the error. Then describe the errors that students made into the table and classify the error based on James' Surface Strategy Taxonomy, which are omission, addition, misformation, misordering, and blends.

And also, in explain the causes of error that students made, the researcher analyze the causes of error based on Touchie explanation about causes of error that consist simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concept hypothesized

In the last step, the researcher recapped the types of errors that had been described and classified what kind of error and how many errors were made by the ninth grade students of MTsN 6 Agam in using verb, which can be contained in the following table:

Table 2. 2 Recapitulation Table

Students	**Types of Errors**				
	Omission	**Addition**	**Misformation**	**Misordering**	**Blends**
Student 1					
Student 2					
Total					

CHAPTER IV
RESEARCH FINDINGS

A. Findings

1. Description of the Data

In this part of the chapter, the researcher explained the data that had been obtained from the research conducted on Thursday, October 26th, 2023 in the form of a writing test telling personal experiences in the form of recount text. And from the test given, the researcher can answer the research question: To find out what types of errors that students` made in using verb?

Then, the researcher analyzed the students` error in using verbs by classifying the error into five kinds of error that explained by James. After that, the researcher recap the students` error into the recapitulation table.

a The Result of the Written Test

The test was given to 29 of the ninth grade students of MTsN 6 Agam. In the form of a written test with a recount text format with the theme of telling the personal experiences of each student

After collecting the data from the IX1 class of MTsN 6 Agam, the researcher identified the students` error by marking the error with red mark and give the evaluation about it. The result of the identification can be seen at appendix 4 page 58.

After identifying student errors, the researcher found omission, addition, and misformation errors made by students. From the 29 students, the researcher found 9 errors of omission, 12

errors of addition, and 73 errors of misformation with a total of 94 errors.

2. Analysis of the Data

In the data analysis, the researcher used the Saville-Troike (2012) error procedures, which were clearly explained in the previous chapter. Some of these procedures were completed, such as collecting data by giving tests to the students and identifying the students' errors by marking the error part with a red mark and providing an evaluation about it. Next, the other procedures would be clearly described as follows:

a Description of the Errors

In describing the errors, the researcher classified the types of errors by using a theory of James (2013) based on surface strategy taxonomy that classifies the five types of errors which are omission, addition, misformation, misordering and blends. The aim of this step is to know whether these errors are involved in omission, addition, misformation, misordering or blend. The classification of the errors are presented in the following table:

Table 3. 1 Table of Error Description

Students	Types of Error					Error	Correction
	O	A	Mf	Mo	B		
Student 1			√			Me and family go to big tower clock	Me and my family went to big tower clock
			√			Me and my family return home at 17.00 o'clock	Me and my family returned home at 17.00 o'clock

			√			At the big tower clock, we take a picture together	At the big tower clock, we took a picture together
Student 2			√			I waht to learn how to ride a motorcycle	I wanted to learn how to ride a motorcycle
	√		√			I finally can and I ride it around my house	I finally can and I rode it around my house
			√			I`m so happy that I ask my dad to let me ride it to school	I`m so happy that I asked my dad to let me ride it to school
Student 3			√			Me and my friend in school reading Al-Qur`an together	Me and my friend in school read Al-Qur`an together
			√			We go to the canteen together…	We went to the canteen together…
		√				…to buyed drink and food	…to bought drink and food
			√			I go to home at two o`clock	I went to home at two o`clock
			√			And then I open moveable food cover	And then I opened moveable food cover
Student 4			√			I streaming on YouTube for watch BTS concert	I streamed on YouTube for watch BTS concert
			√			I`m so happy because I can see my idol Kim Taehyung	I`m so happy because I can saw my idol Kim Taehyung
Student 5			√			I and family go to Padang last week	Me and family went to Padang last week
			√			We arrive there…	We arrived there…
			√			…eat with family	…ate with family
			√			We play together	We played together
			√			After that we walk to the mall	After that we walked to the mall
Student 6			√			After that I went home and I take a nap	After that I went home and I took a nap
Student 7	√					I headache when studying in the class	I got headache when studying in the class
			√			Then I go to school healthcare	Then I went to school healthcare
Student 8			√			I get sick because of spicy food	I got sick because of spicy food
	√					When I eating spicy food	When I was eating spicy food
			√			I eat my favorite meatball	I ate my favorite meatball
			√			After I eat, …	After I ate, …
			√			… my stomach feel like fire	… my stomach felt like fire

			√			I leave school earlier	I left school earlier
			√			I get better and ….	I got better and ….
	√					… I promis not to eat too much spicy food	… I promised not to eat too much spicy food
Student 9	√		√			A month ago, when I was goig to class	A month ago, when I was went to class
	√					I drow my phone and the screen was broken	I dropped my phone and the screen was broken
			√			I picked it up, and go to class	I picked it up, and went to class
Student 10			√			Last week, I have plan to go to Kopi Lasi Café	Last week, I had planned to go to Kopi Lasi Café
			√			But because of rain we cancel it	But because of rain we canceled it
			√			After a while the day become dark	After a while the day became dark
			√			And finally my friend go home	And finally my friend went home
Student 11		√				I weared the new clothe…	I wore the new clothe…
		√				…that my father buyed for me	…that my father bought for me
		√				I like it so much so I weared it until night	I like it so much so I wore it until night
			√			After praying we go to my grandmother grave	After praying we went to my grandmother grave
			√			I get THR money from my family	I got THR money from my family
			√			I get 200.000 total	I got 200.000 total
Student 13			√			My family and I go to my grandparents` house	My family and I went to my grandparents` house
		√				We leaved from morning at 7	We left from morning at 7
		√				I asked my dad to seted the speed slow	I asked my dad to set the speed slow
		√				We spended time chat and speak	We spent time chat and speak
			√			We go home at 9	We went home at 9
Student 14			√			I go to my aunt home	I went to my aunt home
			√			Me with my sister play the game with my cousin	Me with my sister played the game with my cousin

			√			I go to beach with my family	I went to beach with my family
Student 15			√			I look at some one who I love	I looked at someone who I love
			√			He make me happy	He made me happy
Student 17			√			First time they are meet at the school park	First time they are met at the school park
Student 18			√			I get the punishment from my teacher	I got the punishment from my teacher
			√			I enter to BK room and …	I entered to BK room and …
			√			… I get the advice from my teacher	… I got the advice from my teacher
Student 19			√			I go to the zoo	I went to the zoo
			√			I see some animals and …	I saw some animals and …
			√			… walking around the various animal cages	… walked around the various animal cages
		√				I also feeded some of the animals	I also fed some of the animals
		√				I taked a short break for lunch	I took a short break for lunch
		√				And then I buyed some souvenir	And then I bought some souvenir
			√			I go home because I was tired	I went home because I was tired
			√			I immediately fallen asleep	I immediately fell asleep
Student 22			√			I and my friend sleeping in house my best friend	I and my friend slept in house my best friend
			√			At night we help parent my best friend	At night we helped parent my best friend
			√			Before sleeping we watching horror movie	Before sleeping we watched horror movie
	√					And I cench movie frozen	And I change the movie to frozen
Student 24			√			I`m and best friend going to birthday party my cousin at Novotel	I`m and best friend went to birthday party my cousin at Novotel
			√			At night we see moon and star at the sky	At night we saw moon and star at the sky
			√			We play wahana scared	We played wahana scared

Student 25			√			I and my sister go to Pariaman	I and my sister went to Pariaman
			√			We watching movie together	We watched movie together
			√			And last we eat together	And last we ate together
			√			And last we go to beach and playing at the beach	And last we went to beach and playing at the beach
Student 26			√			…because I playing Mobile Legend until midnight	…because I played Mobile Legend until midnight
			√			I play so silent so my mom cannot notice me	I played so silent so my mom cannot notice me
			√			But my mom still find me	But my mom still found me
			√			My mom was angry with me, she take my phone	My mom was angry with me, she took my phone
Student 27		√				My friend and I goes to Ramayana Bukittinggi	My friend and I went to Ramayana Bukittinggi
			√			…we just walking around there	…we just walked around there
			√			After that we looking for food	After that we looked for food
			√			… and going to the top floor..	… and went to the top floor..
			√			We going home in the afternoon at 5 o`clock	We went home in the afternoon at 5 o`clock
Student 28			√			Student of IX1 study English with Mrs. Luna	Student of IX1 studied English with Mrs. Luna
			√			A lot of students get a good mark	A lot of students got a good mark
		√				We practise sport…	We practiced sport…
			√			… and we playing badminton	… and we played badminton
Student 29	√		√			I waht to learn to ride a bike	I wanted to learn to ride a bike
	√					…and I wen to the shop…	…and I went to the shop…
			√			… to buy gas so I could ride my motorbike	… to bought gas so I could ride my motorbike

From the error description table above, it can be seen that there are many errors made by students in writing. The errors made by the students in their writing are related to spelling, wrong choice

of vocabulary, changes in past tense, etc. The researcher found that some students omitted, added some letters and made errors in forming past tense verbs.

After classifying students' errors based on the surface structure taxonomy, the researcher counts the number of each type of error to find out how often the occurrence of each type of error that students have made. Which is summarized in the recapitulation table below.

Table 3. 2 Recapitulation of the Data

Students	**Types of Errors**					**Total**
	Omission	**Addition**	**Misformation**	**Misordering**	**Blends**	
Student 1	0	0	3	0	0	**3**
Student 2	1	0	3	0	0	**4**
Student 3	0	1	4	0	0	**5**
Student 4	0	0	2	0	0	**2**
Student 5	0	0	5	0	0	**5**
Student 6	0	0	1	0	0	**1**
Student 7	1	0	1	0	0	**2**
Student 8	2	0	6	0	0	**8**
Student 9	2	0	2	0	0	**4**
Student 10	0	0	4	0	0	**4**
Student 11	0	3	3	0	0	**6**
Student 13	0	3	2	0	0	**5**
Student 14	0	0	3	0	0	**3**
Student 15	0	0	2	0	0	**2**
Student 17	0	0	1	0	0	**1**
Student 18	0	0	3	0	0	**3**
Student 19	0	3	5	0	0	**8**
Student 22	1	0	3	0	0	**4**
Student 24	0	0	3	0	0	**3**
Student 25	0	0	4	0	0	**4**
Student 26	0	0	4	0	0	**4**
Student 27	0	1	4	0	0	**5**
Student 28	0	1	3	0	0	**4**

Student 29	2	0	2	0	0	**4**
Total	**9**	**12**	**73**	**0**	**0**	**94**

b Explanation of the Error

In this step, the researcher explained students' errors and classified the causes of their errors from the test results they had done.

1) Omission

Some students made errors in using verbs by omit some important component in forming past form of verbs. Many of them made this error because they did not write the verb correctly. Some of the students omit a several letters from the verb. For example, making *wen* instead of *went*, making *practise* instead of *practice*, and *cench* instead of *change*.

2) Addition

Addition occurs when the students add some letters or elements that are not suitable to the rule of the past form of regular and irregular verbs. Some of the students failed to apply the correct rules when changing verbs into their past tense forms.

The data reveals that some of them lacked an understanding of how to change the verbs into their past tense form, and some of them also forgot to change the

verbs into their past tense form. For example, making *buyed* instead of *bought*, making *leaved* instead of *left*, and making *sleeping* instead of *slept*.

3) Misformation

Misformation Error occurs when students use the wrong regular verb and irregular verb in the correct place. From the available data, many students make this error by ignoring the rules so that there are errors in writing verbs. For example, making *go* instead of *went*, making *eat* instead of *ate*, and making *take* instead of *took*

4) Misordering and Blends

In this research, the researcher did not found any misordering and blends errors

From the explanation above which comes from student writing, it can be seen that students make error due to simplification, overgeneralization, hypercorrection, avoidance, and false concept hypothesized.

Simplification occurs when learners tend to simplify the form and structure of language, which can be seen from students' written tests when they make *go, take, ride, ask, open, eat, walk, get, play, help, find,* and *study* in the form of recount text stories that should use past tense verbs (verb 2) which should be changed to *went, took, asked, opened,*

walked, got, played, *helped*, *found,* and *studied*. However, the students did not change it.

Overgeneralization occurs when learners apply language rules too broadly, and use them in situations where they don't actually apply, it can be seen from the results of students' written tests, namely *buyed*, *weared*, *leaved*, *seted*, *spended*, *taked*, and *feeded* which should be changed to *bought*, *wore*, *left*, *set*, *spent*, *took* and *fed*. Which all of these errors are irregular verbs but students simplify them by adding -ed or -d which is supposed to be for regular verbs.

Hypercorrection occurs when learners make mistakes by trying too hard to apply a rule or pattern, even when it is not necessary. It can be seen from the students' written tests, they do not change the base form of the verb to the simple past form when it should be applied. For example they make *buyed* which should be changed to *bought*, they make *weared* which should be *wore*, and they make *go* which should be changed to *went*.

Avoidance occurs when the learner avoids difficult structures or vocabulary because the learner uses simpler structures and vocabulary. It can be seen from the students' written test results, they make *cench* from the origin of the word *change*, and they make *waht* from the origin of the word *want*, and make *buy* which should be *bought*.

False Concept Hypothesized refers to when learners form incorrect theories or hypotheses about language rules or concepts, leading to continuous errors in language use. Some students do not apply the rules of past tense to their recount text writing so they always make verbs in their base form which leads to continuous errors.

B. Discussion

Based on the theory from the previous chapter, according to Brown (2007) error analysis is a study that refers to errors made by learners, which can be seen, studied, and categorized in order to gain insights into the learning process, which led to an increase in the study of learner`s errors. After finished the test, it can be seen that student occur an error in using verbs.

While according to Dulay et al. (1982) and James (2013) there five kinds of error that can be used to analyzed students` error, which are omission, addition, misformation, misordering, and blends. These five categories were used by the researcher to analyzed students` error based on their writing test that have been conducted on October, 26th 2023.

Based on the test, it can be conclude that the students of IX1 class made an error in using verbs. From the 29 students, the researcher found 9 errors of omission, for example, making *wen* instead of *went*, making *practise* instead of *practice*, and *cench* instead of *change*. 12 errors of addition, for example, making *buyed* instead of *bought*, making *leaved*

instead of *left*, and making *sleeping* instead of *slept*. And 73 errors of misformation, for example, making *go* instead of *went*, making *eat* instead of *ate*, and making *take* instead of *took*, with the total of the errors are 94 errors.

Also, based on Touchie (1986) there are eight causes of error, there are simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, and false concept hypothesized.

Based on the test, it can be found that there are five causes that cause students to made errors, which are simplification when the learner simplify the form of structure of a language, overgeneralization when the learner apply the language rules too broadly, hypercorrection when the learner trying too hard to apply a rule or pattern of a language, avoidance when the learner avoids difficult structures by used simpler structures that led to an error, and false concept hypothesized when the learners apply incorrect theories about language rules that leading to continuous error.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the researcher concluded that the students of class IX1 made errors in using verbs. From the data collected and the results of the researcher's analysis of the recount texts made by students, most of them made errors in using verbs. They did not pay attention to changing verbs in the base form to the past form, and misunderstood in distinguishing regular and irregular verbs, this statement is supported by data showing that out of 29 student writings there are only 3 writings that have no errors found, and of the total errors found 9 omission, 12 addition, and 73 misformation which totaled to 94 student errors in using verbs. From the data, it can be seen that the students of class IX1 have problems in using verbs in past tense form. They have difficulty using verbs in the context of recounting past events.

B. Suggestion

Error is an unavoidable part of the learning process, however, there is still a need to find the right way in the teaching and learning process to reduce errors made by students in using verbs. The author would like to make the following suggestions:

1. It is expected that teachers can increase students' motivation and provide more examples and exercises to improve students' mastery in using verbs in learning English.

2. It is expected for students to always practice and improve their vocabulary mastery so that there is no misuse or misunderstanding in using verbs.
3. It is expected for future researchers to further examine the study of errors made by students in a better way and variations so that different results are expected.

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APPENDICES

Appendix 1

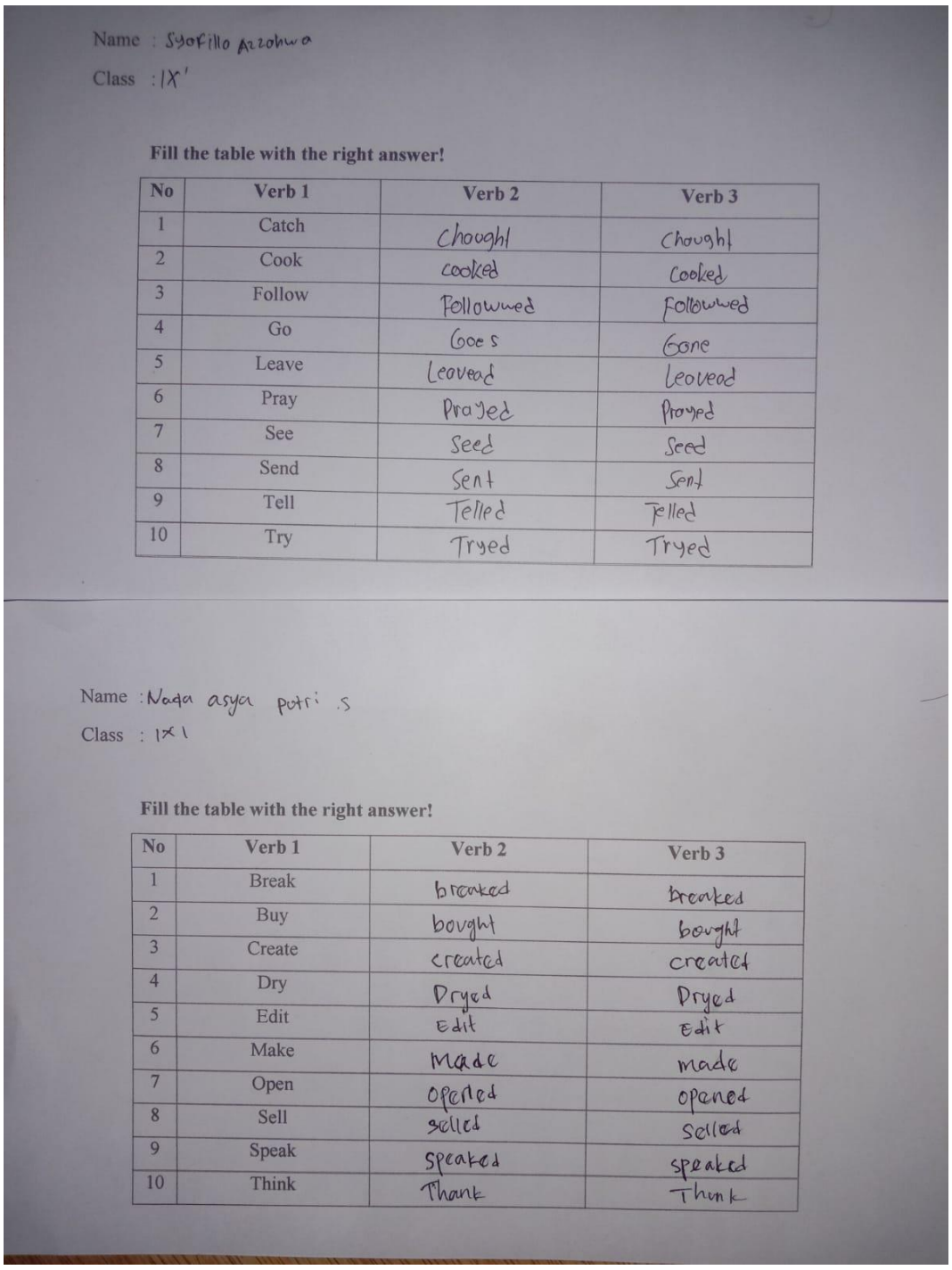
Research Guideline

Variable	Sub Variable	Indicator	Descriptor
Students' Error in Using Irregular Verbs	Error Analysis	Types of Error: (James, 2013) 1. Omission 2. Addition 3. Misformation 4. Misordering 5. Blends	1. Omission is characterized by the absence of an article that should be appear in a well-formed utterance 2. Addition is characterized by the presence of a letter or word which should be not appear in a well-formed utterance 3. Misformation is characterized by the use of the wrong placement of morpheme or a word in a well-formed utterance 4. Misordering is characterized by the wrong placement of a word in a sentence that causes confusion 5. Blends occur when the learner mixes two or more words together accidentally, causing to create a new word that may not make sense
		Causes of Error: (Touchie, 1986) 1. Simplification 2. Overgeneralization 3. Hypercorrection 4. Faulty Teaching 5. Fossilization 6. Avoidance	1. Simplification occurs when learners tend to simplify the forms and the structure of a language 2. Overgeneralization happens when learners apply a language rule too broadly, using it in situations where it does not actually apply

		7. Inadequate Learning 8. False Concept Hypothesized	3. Hypercorrection occurs when learners make errors by trying too hard to apply a rule or pattern, even when it is unnecessary 4. Faulty Teaching refers to errors or misconceptions that learners acquire due to incorrect instruction or guidance from teachers or educational materials. 5. Fossilization is a phenomenon where learners continue to make certain language errors despite years of learning and exposure to the language. These errors become ingrained and difficult to correct. 6. Avoidance occur when the learners avoid difficult structure or vocabulary because the learners use simpler structure and vocabulary 7. Inadequate learning indicates that learners have not acquired or learned certain language elements, such as vocabulary or grammar rules, leading to errors in use. 8. False concept hypothesized refers to when learners form incorrect theories or hypotheses about a language rule or concept, leading to continuing errors in their use of the language.

Appendix 2

Preliminary Research Quiz



Name : Syafilla Azzahra
Class : IX'

Fill the table with the right answer!

No	Verb 1	Verb 2	Verb 3
1	Catch	Chought	Chought
2	Cook	cooked	Cooked
3	Follow	Fellowwed	Followwed
4	Go	Goe s	Gone
5	Leave	Leavead	Leovead
6	Pray	Prayed	Prayed
7	See	Seed	Seed
8	Send	Sent	Sent
9	Tell	Telled	Telled
10	Try	Tryed	Tryed

Name : Nada asya putri .S
Class : IX I

Fill the table with the right answer!

No	Verb 1	Verb 2	Verb 3
1	Break	breaked	breaked
2	Buy	bought	bought
3	Create	created	created
4	Dry	Dryed	Dryed
5	Edit	Edit	Edit
6	Make	Made	made
7	Open	Operted	opened
8	Sell	selled	selled
9	Speak	Speaked	speaked
10	Think	Thank	Think

Name : Zahra Nuur Annisa

Class : IX. 1

Fill the table with the right answer!

No	Verb 1	Verb 2	Verb 3
1	Hit	~~Hitt~~ Hit	Hit
2	Set	~~Sett~~ Setted	Set
3	Tell	Tekl	Tell
4	Send	Sents	Sents
5	Leave	leavead	leave
6	Catch	Catchaught	chaught
7	Eat	Eats	Eats
8	Go	Goes	Gone
9	See	See	See
10	Take	toke	token

Name : Nadine Citra Aulia

Class : IX . 2

Fill the table with the right answer!

No	Verb 1	Verb 2	Verb 3
1	Cut	cut	cut
2	Put	Put	Put
3	Buy	Bought	Bougt
4	Make	made	made
5	Think	Thank	Thunk
6	Sell	Selled	selled
7	Do	did	done
8	Break	Breaked	Breaked
9	Speak	speaked	speaked
10	Write	writes	writed

Appendix 3

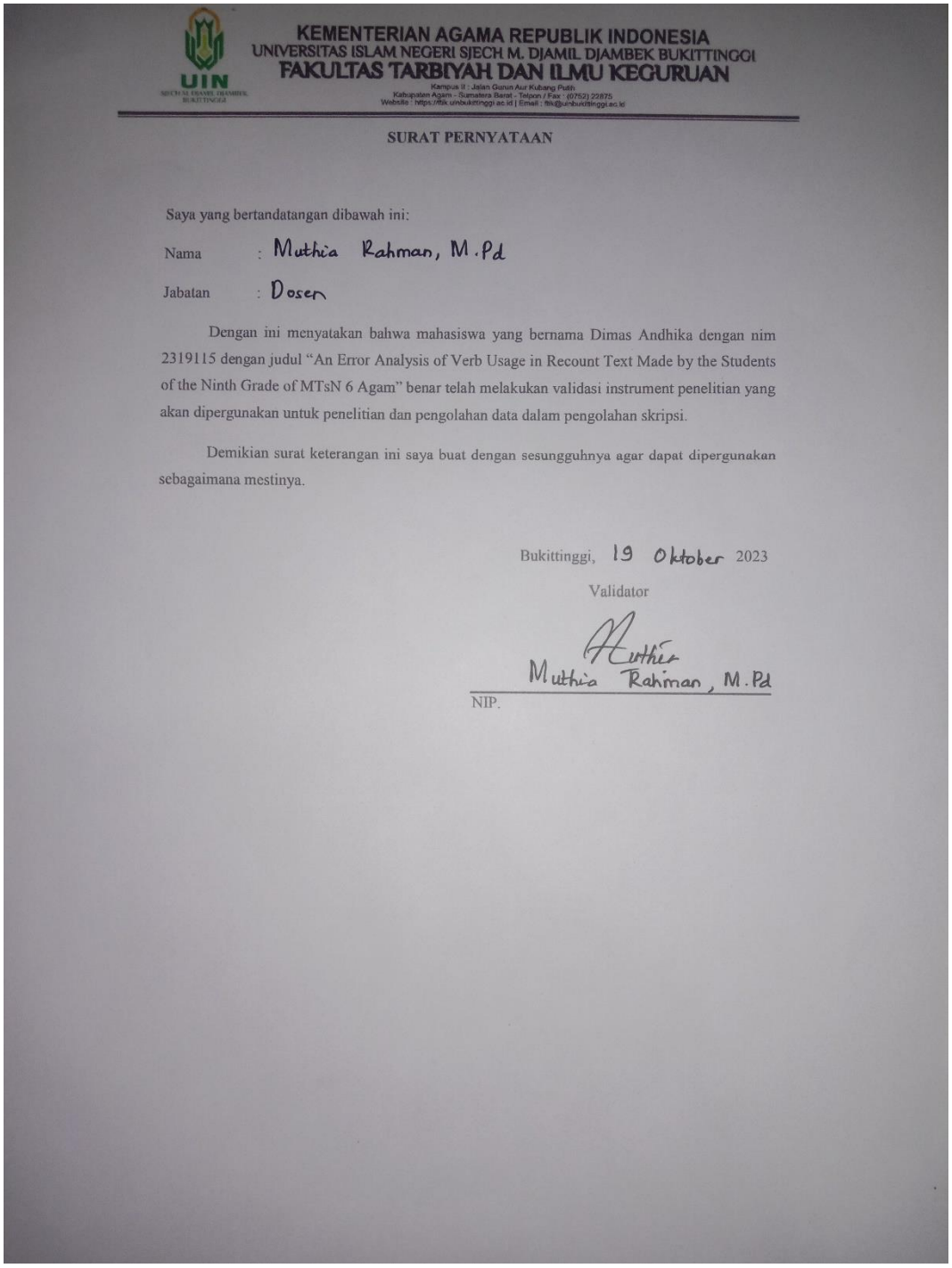
Research Instrument: Test

Name	:
Class / Absence	:

Work individually in 30 minutes of time, make a 5-10 sentences recount text story based on your own experience

Appendix 4

Research Instrument Validation



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Website : https://ftk.uinbukittinggi.ac.id | Email : ftk@uinbukittinggi.ac.id

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Dimas Andhika dengan nim 2319115 dengan judul "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

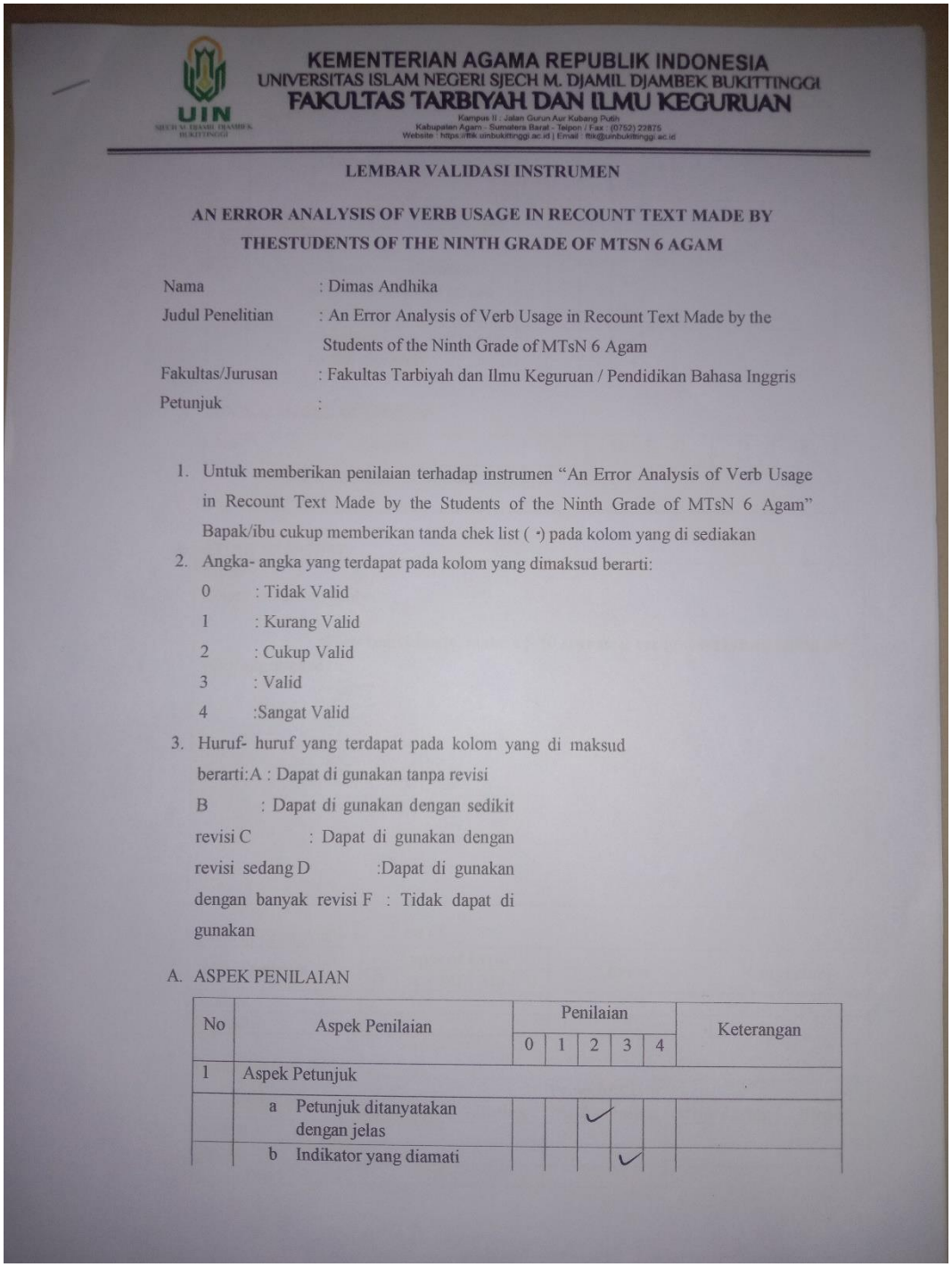
Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 19 Oktober 2023

Validator

Muthia Rahman, M.Pd

NIP.



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Website : https://ftik.uinbukittinggi.ac.id | Email : ftik@uinbukittinggi.ac.id

LEMBAR VALIDASI INSTRUMEN

AN ERROR ANALYSIS OF VERB USAGE IN RECOUNT TEXT MADE BY THESTUDENTS OF THE NINTH GRADE OF MTSN 6 AGAM

Nama : Dimas Andhika
Judul Penelitian : An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
Petunjuk :

1. Untuk memberikan penilaian terhadap instrumen "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam" Bapak/ibu cukup memberikan tanda chek list (•) pada kolom yang di sediakan
2. Angka- angka yang terdapat pada kolom yang dimaksud berarti:
   0 : Tidak Valid
   1 : Kurang Valid
   2 : Cukup Valid
   3 : Valid
   4 :Sangat Valid
3. Huruf- huruf yang terdapat pada kolom yang di maksud berarti:A : Dapat di gunakan tanpa revisi
   B : Dapat di gunakan dengan sedikit revisi C : Dapat di gunakan dengan revisi sedang D :Dapat di gunakan dengan banyak revisi F : Tidak dapat di gunakan

A. ASPEK PENILAIAN

No	Aspek Penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek Petunjuk						
	a Petunjuk ditanyatakan dengan jelas			✓			
	b Indikator yang diamati				✓		

	c Masing-masing indicator dapat dibedakan dengan jelas				✓		
2	Aspek Isi						
	a Indikator yang diamati sudah mencakup semua aspek				✓		
	b Kebenaran isi instrumen				✓		
3	Aspek Bahasa						
	a Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b Menggunakan kalimat yang mudah dipahami				✓		

A. PENILAIAN SECARA UMUM

No	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

B. STUDENTS' TEST

Name :
Class / Absence Number :

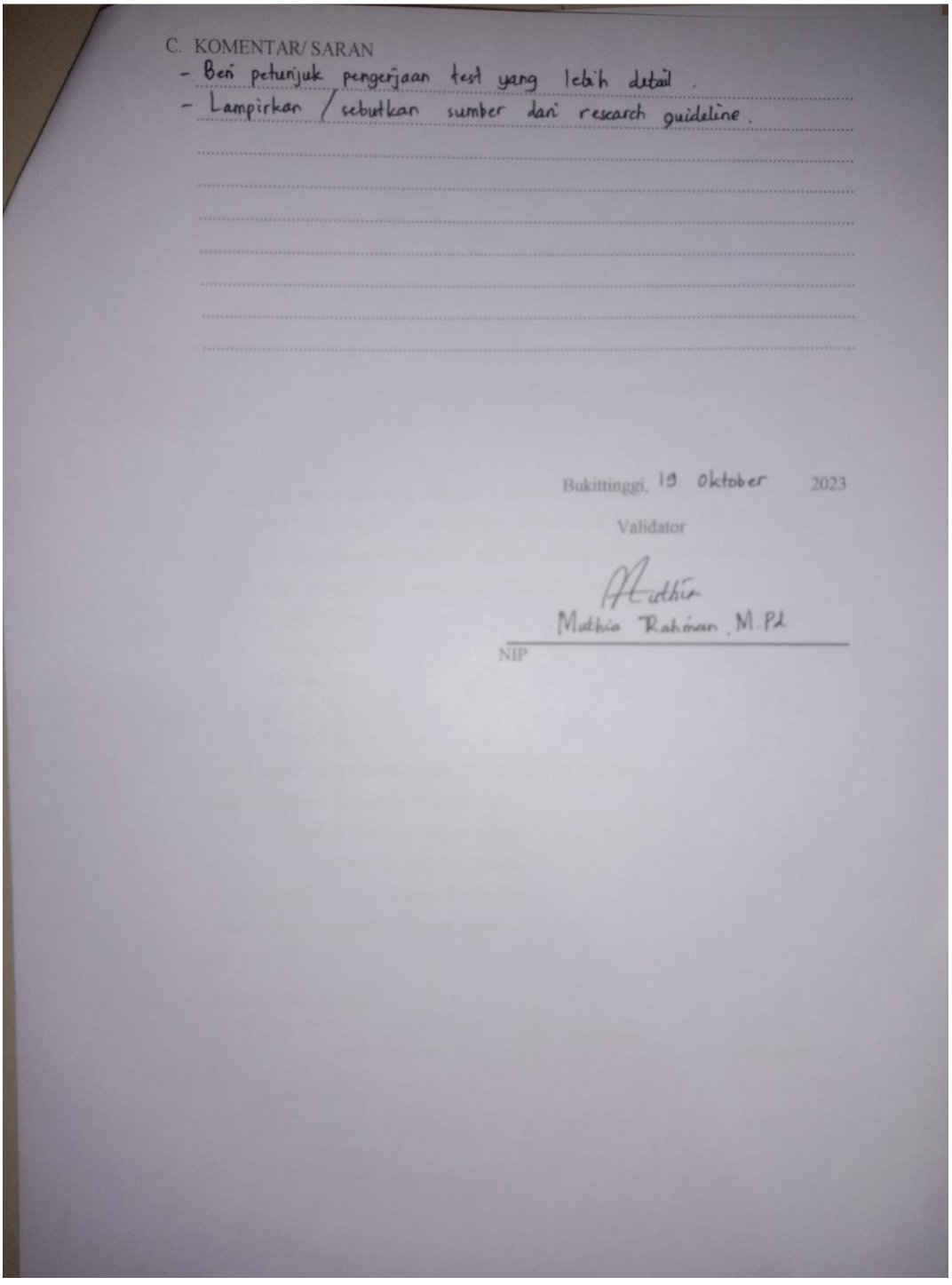
Work Individually, make a 5-10 sentences recount text story based on your experience

Table of Error Analysis Source ?

Students	Types of Error					Error	Correction
	O	A	Mf	Mo	B		
Student 1							
Student 2							

Recapitulation Table

Students	Types of Error				
	Omission	Addition	Misformation	Misordering	Blends
Student 1					
Student 2					
Total					



C. KOMENTAR/ SARAN

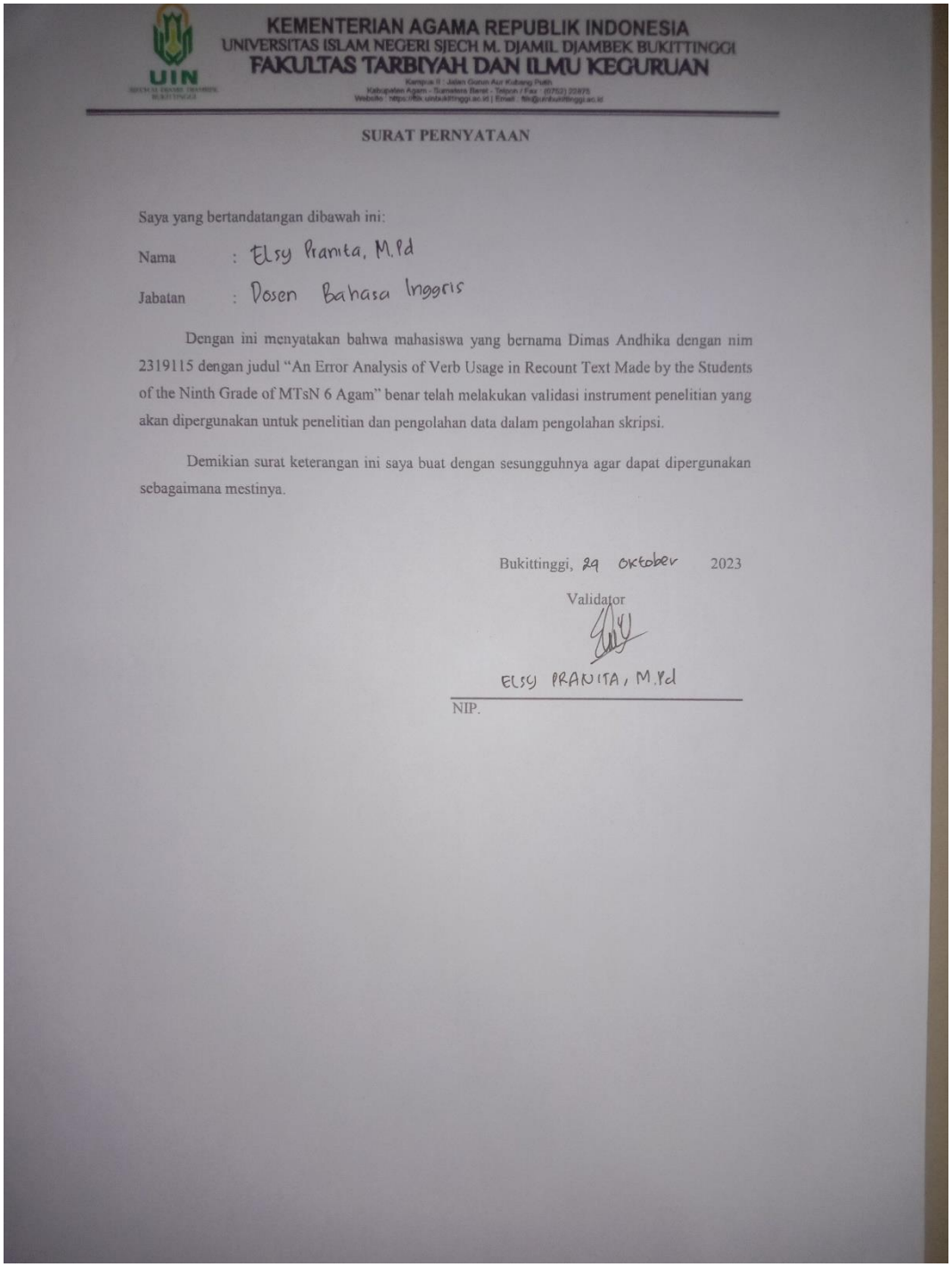
- Beri petunjuk pengerjaan test yang lebih detail.
- Lampirkan / sebutkan sumber dari research guideline.

Bukittinggi, 19 Oktober 2023

Validator

Muthia Rahman, M.Pd

NIP



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SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Elsy Pranita, M.Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Dimas Andhika dengan nim 2319115 dengan judul "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

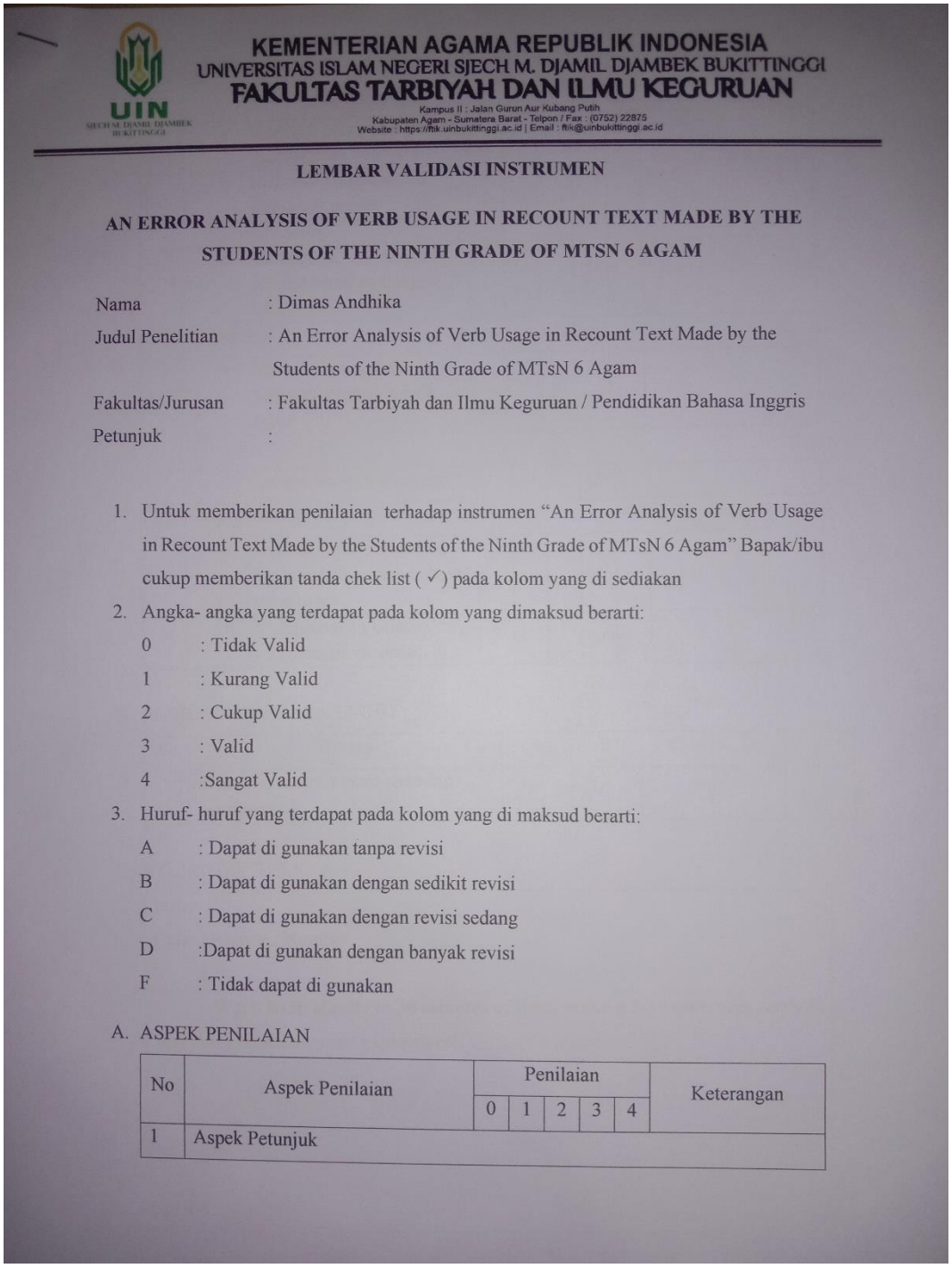
Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 29 Oktober 2023

Validator

ELSY PRANITA, M.Pd

NIP.



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LEMBAR VALIDASI INSTRUMEN

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Judul Penelitian : An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
Petunjuk :

1. Untuk memberikan penilaian terhadap instrumen "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam" Bapak/ibu cukup memberikan tanda chek list (✓) pada kolom yang di sediakan
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   2 : Cukup Valid
   3 : Valid
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   B : Dapat di gunakan dengan sedikit revisi
   C : Dapat di gunakan dengan revisi sedang
   D :Dapat di gunakan dengan banyak revisi
   F : Tidak dapat di gunakan

A. ASPEK PENILAIAN

No	Aspek Penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek Petunjuk						

		0	1	2	3	4	
	a Petunjuk ditanyatakan dengan jelas				✓		
	b Indikator yang diamati pengamat mudah dipahami				✓		
	c Masing-masing indicator dapat dibedakan dengan jelas				✓		
2	Aspek Isi						
	a Indikator yang diamati sudah mencakup semua aspek			✓			
	b Kebenaran isi instrumen				✓		
3	Aspek Bahasa						
	a Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

No	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

C. STUDENTS` TEST

Name :

Class / Absence Number :

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

The types of errors below are based on an explanation from Carl James in his book entitled Errors in Language Learning and Use published in 2013

Table of Error Analysis

Students	Types of Error					Error	Correction
	O	A	Mf	Mo	B		
Student 1							
Student 2							

Recapitulation Table

Students	Types of Error				
	Omission	Addition	Misformation	Misordering	Blends
Student 1					
Student 2					
Total					

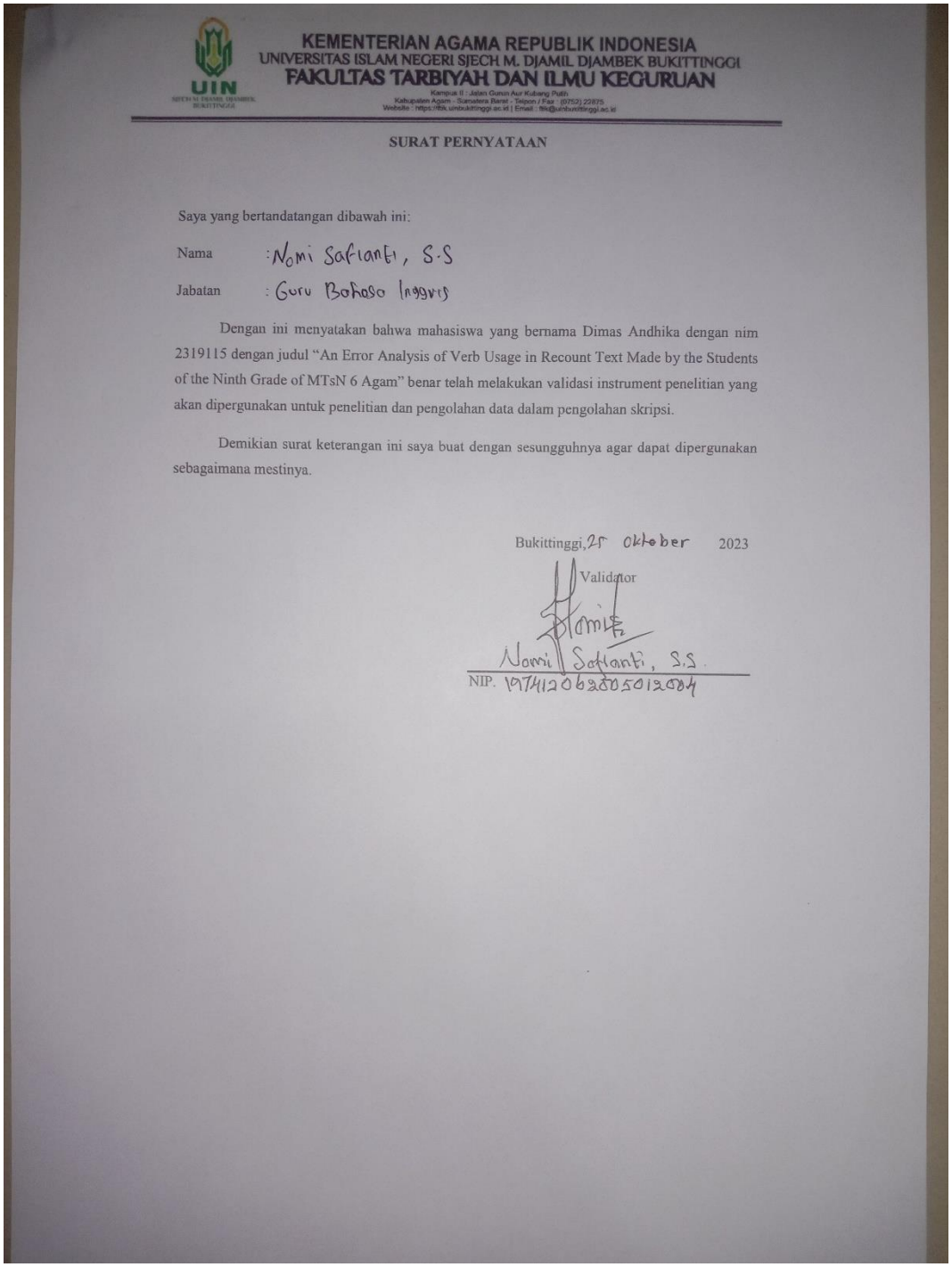
D. KOMENTAR/ SARAN

1. Agar Pastikan ada penggunaan verb usage yang mana digunakan di language feature recount text.
2. Bagaimana Sebaiknya penaili memberikan contoh recount text
3. Perhatikan dalam penilaian, apakah fokus ke grammar saja, sehingga mengabaikan generic structure dari recount text.
   Perbaikan rubric penilaian untuk uraian test.
4. Tambahkan language feature pada chapter 2.

Bukittinggi, 29 oktober 2023

Validator

ELSY IRANITA, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Nomi Saftanti, S.S

Jabatan : Guru Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Dimas Andhika dengan nim 2319115 dengan judul "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 25 Oktober 2023

Validator

Nomi Saftanti, S.S.

NIP. 197412062005012004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih
Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : https://ftik.uinbukittinggi.ac.id | Email : ftik@uinbukittinggi.ac.id

LEMBAR VALIDASI INSTRUMEN

AN ERROR ANALYSIS OF VERB USAGE IN RECOUNT TEXT MADE BY THE STUDENTS OF THE NINTH GRADE OF MTSN 6 AGAM

Nama : Dimas Andhika
Judul Penelitian : An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam
Fakultas/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
Petunjuk :

1. Untuk memberikan penilaian terhadap instrumen "An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam" Bapak/ibu cukup memberikan tanda chek list (✓) pada kolom yang di sediakan
2. Angka- angka yang terdapat pada kolom yang dimaksud berarti:
   0 : Tidak Valid
   1 : Kurang Valid
   2 : Cukup Valid
   3 : Valid
   4 :Sangat Valid
3. Huruf- huruf yang terdapat pada kolom yang di maksud berarti:
   A : Dapat di gunakan tanpa revisi
   B : Dapat di gunakan dengan sedikit revisi
   C : Dapat di gunakan dengan revisi sedang
   D :Dapat di gunakan dengan banyak revisi
   F : Tidak dapat di gunakan

A. ASPEK PENILAIAN

No	Aspek Penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek Petunjuk						

	a Petunjuk ditanyatakan dengan jelas				✓		
	b Indikator yang diamati pengamat mudah dipahami				✓		
	c Masing-masing indicator dapat dibedakan dengan jelas				✓		
2	Aspek Isi						
	a Indikator yang diamati sudah mencakup semua aspek				✓		
	b Kebenaran isi instrumen				✓		
3	Aspek Bahasa						
	a Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

No	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

C. STUDENTS` TEST

Name :

Class / Absence Number :

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

The types of errors below are based on an explanation from Carl James in his book entitled Errors in Language Learning and Use published in 2013

Table of Error Analysis

Students	Types of Error					Error	Correction
	O	A	Mf	Mo	B		
Student 1							
Student 2							

Recapitulation Table

Students	Types of Error				
	Omission	Addition	Misformation	Misordering	Blends
Student 1					
Student 2					
Total					

D. KOMENTAR/ SARAN

.....

.....

.....

.....

.....

.....

Bukittinggi, 25 Oktober 2023

Validator

Nomi Safiank, S.S.

NIP. 197412062005012004

Appendix 5

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Madrasah	: MTsN 6 Agam
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / II
Materi Pokok	: Teks Personal Recount, Memberi dan meminta informasi terkait pengalaman
Alokasi Waktu	: 2 Jam Pelajaran x 40 Menit

A. Tujuan Pembelajaran

- Melalui kegiatan pembelajaran dengan *pendekatan saintifik* dengan model pembelajaran *Discovery Learning* peserta didik diharapkan mampu Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

B. Media Pembelajaran, alat/bahan dan sumber belajar

Media	: Video Pembelajaran, Gambar
Alat / Bahan	: Spidol, Papan Tulis, Laptop / HP
Sumber Belajar	: Buku Penunjang Kurikulum 2013 Kelas VIII, Buku Kemendikbud 2018, Kamus Bahasa Inggris

C. Langkah-langkah pembelajaran

<table>
<tr><th colspan="2">Kegiatan Pendahuluan (10 menit)</th></tr>
<tr><td colspan="2">• Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran
• Memeriksa kehadiran peserta didik sebagai sikap disiplin
• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran
• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan</td></tr>
<tr><th colspan="2">Kegiatan Inti (60 Menit)</th></tr>
<tr><td>Kegiatan Literasi</td><td>• Siswa mengamati materi teks terkait penggunaan tanda baca dan ejaan.</td></tr>
<tr><td>Critical Thingking</td><td>• Guru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi penggunaan tanda baca dan ejaan</td></tr>
</table>

Colaboration	• Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi
Communication	• *Peserta didik diminta mempraktikan beberapa peran tokoh pada teks percakapan yang terdapat pada buku* .
Creativity	• Siswa mengerjakan lembar kerja siswa yang diberikan(communicating • Siswa menyimpulkan point-point penting dalam kegiatan pembelajaran(communicating)
Kegiatan Penutup (10 Menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang dilakukan 2. Guru memberikan kuis untuk mencek pemahaman perserta didik terhadap materi yang akan dipelajari dan guru menyampaikan materi yang dipelajari pada pertemuan berikutnya 3. Guru melakukan refleksi dengan meminta siswa memberikan pendapatnya tentang proses pembelajaran yang telah dilakukan 4. Guru menyampaikan topik materi pelajaran pada pertemuan berikutnya	

D. Penilaian hasil pembelajaran

1. Sikap : observasi
2. Pengetahuan : tertulis uraian dan atau pilihan ganda serta penugasan
3. Keterampilan :Penilaian unjuk kerja

Mengetahui:
Kepala MTsN 6 Agam

Hj. Wellusia, S.Pd., M.Pd
NIP. 197105041997032004

Kubang Putih, Januari 2023
Guru Mata Pelajaran

Marlius Sussanti, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Madrasah : MTsN 6 Agam
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / II
Materi Pokok : Teks Personal Recount, Memberi dan meminta informasi terkait pengalaman
Alokasi Waktu : 2 Jam Pelajaran x 40 Menit

A. Tujuan Pembelajaran

- Melalui kegiatan pembelajaran dengan *pendekatan saintifik* dengan model pembelajaran *Discovery Learning* peserta didik diharapkan mampu Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

B. Media Pembelajaran, alat/bahan dan sumber belajar

Media : Video Pembelajaran, Gambar
Alat / Bahan : Spidol, Papan Tulis, Laptop / HP
Sumber Belajar : Buku Penunjang Kurikulum 2013 Kelas VIII, Buku Kemendikbud 2018, Kamus Bahasa Inggris

C. Langkah-langkah pembelajaran

Kegiatan Pendahuluan (10 menit)	
• Melakukan pembukaan dengan salam pembuka, memanjatkan ***syukur*** kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap **disiplin** • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	• Siswa mengamati teks terkait pengalaman pribadi di waktu lampau
Critical Thingking	Guru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan Siswa memberikan pertanyaan yang berkaitan dengan teks pengalaman pribadi di waktu lampau (questioning)
Colaboration	Guru membagi siswa kedalam beberapa kelompok Guru membagikan topik permasalahan kepada setiap kelompok berupa penentuan main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau

	• Siswa membentuk kelompok berdasarkan instruksi guru. Setiap anggota mengumpulkan informasi sebanyak mungkin terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau
Communication	• Siswa mempersentasikan hasil diskusi kelompoknya terkait main idea dan supporting detail dari teks pengalaman pribadi di waktu lampau (communicating •
Creativity	• Siswa membuat teks pengalaman pribadi di waktu lampau • Siswa menyimpulkan point-point penting dalam kegiatan pembelajaran
Kegiatan Penutup (10 Menit)	
A. Peserta didik membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang dilakukan B. Guru memberikan kuis untuk mencek pemahaman perserta didik terhadap materi yang akan dipelajari dan guru menyampaikan materi yang dipelajari pada pertemuan berikutnya C. Guru melakukan refleksi dengan meminta siswa memberikan pendapatnya tentang proses pembelajaran yang telah dilakukan D. Guru menyampaikan topik materi pelajaran pada pertemuan berikutnya	

D. Penilaian hasil pembelajaran

1. Sikap : Observasi
2. Pengetahuan : Tertulis uraian dan atau pilihan ganda serta penugasan
3. Keterampilan :Penilaian unjuk kerja

Mengetahui:
Kepala MTsN 6 Agam

Hj. Wellusia, S.Pd., M.Pd
NIP. 197105041997032004

Kubang Putih, Januari 2023
Guru Mata Pelajaran

Marlius Sussanti, S.Pd

Appendix 6

Supervisor Certificate

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-4853/Un.26.1/HK.00.5/10/2023

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Dimas Andhika, NIM 2319.115** tanggal 25 Oktober 2023 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***"AN ERROR ANALYSIS OF VERB USAGE IN RECOUNT TEXT MADE BY THE STUDENTS OF THE NINTH GRADE OF MTSN 6 AGAM"***

KEDUA : Menunjuk Saudara :

Nama	: **Reflinda, SS, M.Pd**
NIP	: **196907291999032002**
Pangkat/Gol.Ruang	: Pembina/IV/a
Jabatan	: Lektor Kepala
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 25 Oktober 2023
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP. 197605192006041001

Appendix 7

Letter of Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-4852/Un.26.1/PP.07/10/2023 Bukittinggi, 25 Oktober 2023
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**DIMAS ANDHIKA**
NIM	:	**2319115**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam***
Lokasi Penelitian	:	MTsN 6 Agam
Waktu	:	Oktober 2023 s.d selesai

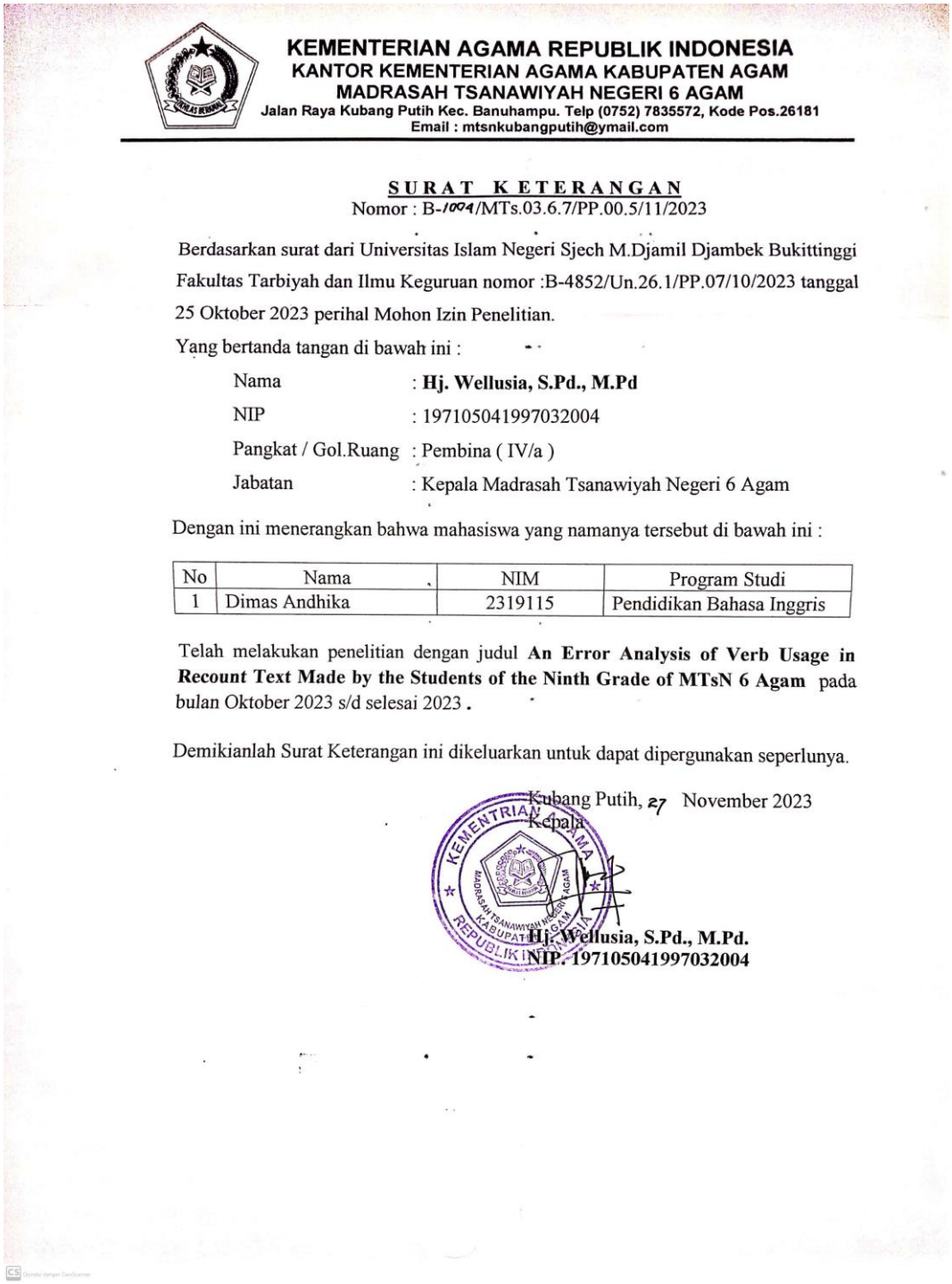
Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP. 197605192006041001

Appendix 8

Letter of Research Complimenting



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN AGAM
MADRASAH TSANAWIYAH NEGERI 6 AGAM
Jalan Raya Kubang Putih Kec. Banuhampu. Telp (0752) 7835572, Kode Pos.26181
Email : mtsnkubangputih@ymail.com

SURAT KETERANGAN
Nomor : B-1004/MTs.03.6.7/PP.00.5/11/2023

Berdasarkan surat dari Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi Fakultas Tarbiyah dan Ilmu Keguruan nomor :B-4852/Un.26.1/PP.07/10/2023 tanggal 25 Oktober 2023 perihal Mohon Izin Penelitian.

Yang bertanda tangan di bawah ini :

Nama : **Hj. Wellusia, S.Pd., M.Pd**
NIP : 197105041997032004
Pangkat / Gol.Ruang : Pembina (IV/a)
Jabatan : Kepala Madrasah Tsanawiyah Negeri 6 Agam

Dengan ini menerangkan bahwa mahasiswa yang namanya tersebut di bawah ini :

No	Nama	NIM	Program Studi
1	Dimas Andhika	2319115	Pendidikan Bahasa Inggris

Telah melakukan penelitian dengan judul **An Error Analysis of Verb Usage in Recount Text Made by the Students of the Ninth Grade of MTsN 6 Agam** pada bulan Oktober 2023 s/d selesai 2023 .

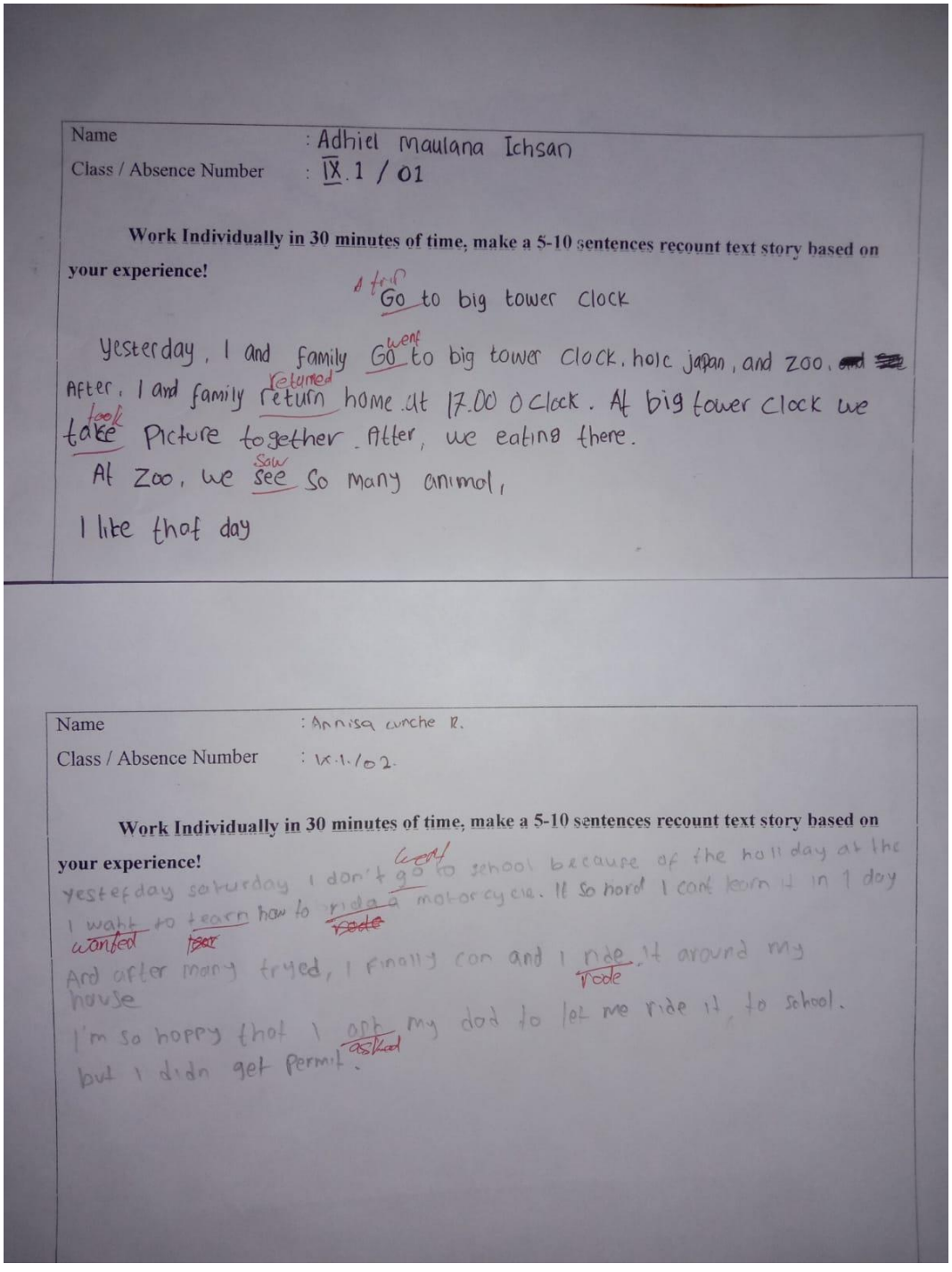
Demikianlah Surat Keterangan ini dikeluarkan untuk dapat dipergunakan seperlunya.

Kubang Putih, 27 November 2023
Kepala

Hj. Wellusia, S.Pd., M.Pd.
NIP. 197105041997032004

Appendix 9

Students` Writing



Name : Adhiel Maulana Ichsan
Class / Absence Number : IX.1 / 01

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

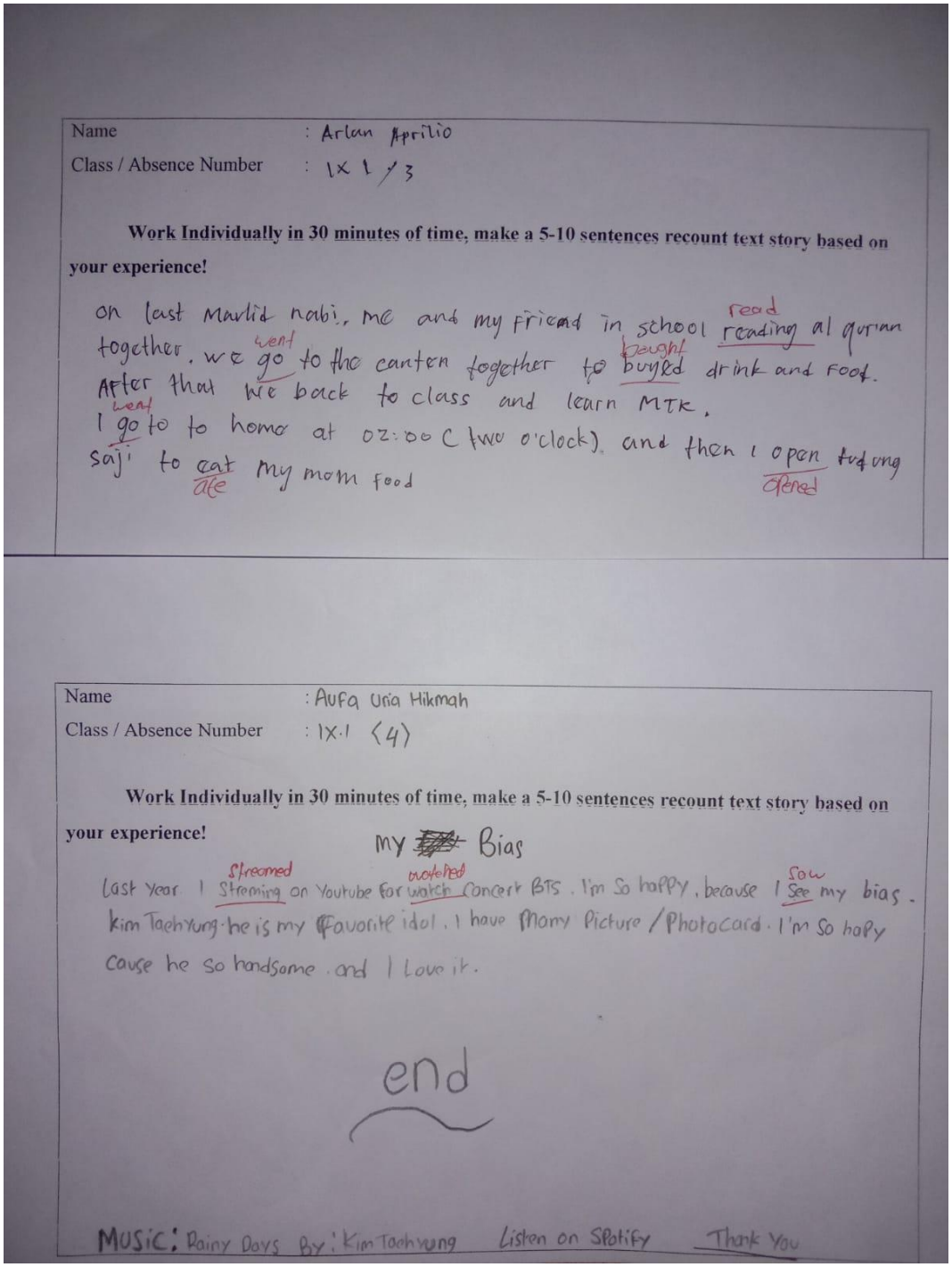
a trip
Go to big tower clock

Yesterday, I and family Go went to big tower clock, holc japan, and zoo. ~~and~~ ~~see~~
After, I and family return returned home at 17.00 O clock. At big tower clock we take took Picture together. After, we eating there.
At Zoo, we see saw so many animal,
I like that day

Name : Annisa cynche R.
Class / Absence Number : IX.1.02.

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

yestefday saturday I don't go went to school because of the holl day at the
I wahh wanted to learn learn how to ride a motorcycle. It so hard I cant learn it in 1 day
And after many tryed, I finally can and I ride rode it around my house
I'm so happy that I ask asked my dad to let me ride it to school.
but I didn get permit.



Name : Arlan Aprilio
Class / Absence Number : IX 1 / 3

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

on last Marlid nabi, me and my friend in school read reading al quran together. we go went to the canten together to buy bought drink and food. After that we back to class and learn MTK. I go went to to home at 02:00 C two o'clock) and then i open tutung opened saji to eat ate my mom food

Name : Aufa Uria Hikmah
Class / Absence Number : IX.1 (4)

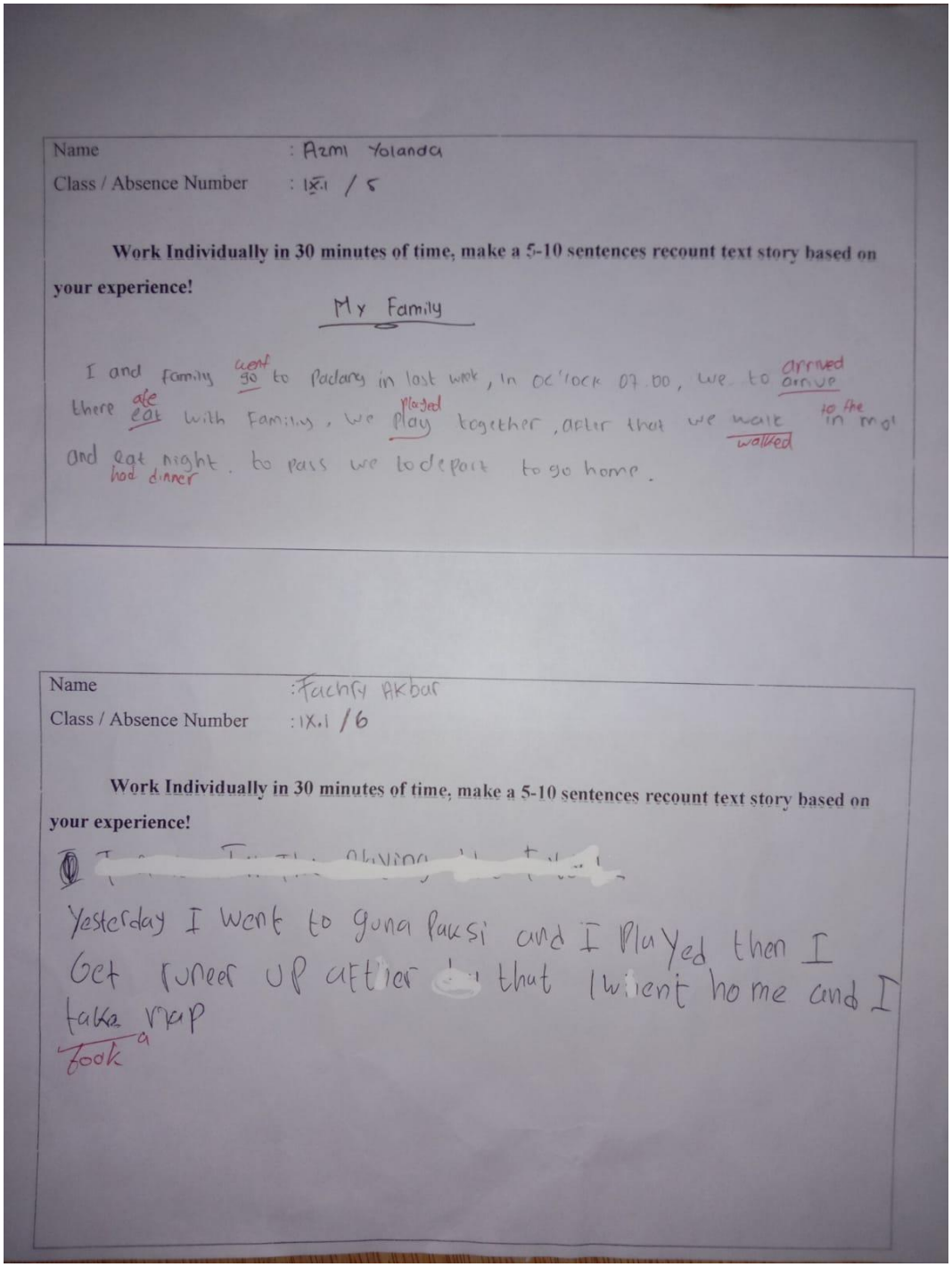
Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

my ~~Fav~~ Bias

Last Year I Streaming streamed on Youtube for watch watched Concert BTS. I'm So happy, because I See saw my bias. kim Taehyung he is my favorite idol. I have Many Picture / Photocard. I'm So hapy cause he so handsome. and I Love it.

end

MUSIC: Rainy Days By: Kim Taehyung Listen on Spotify Thank You



Name : Azmi Yolanda
Class / Absence Number : IX.1 / 5

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

My Family

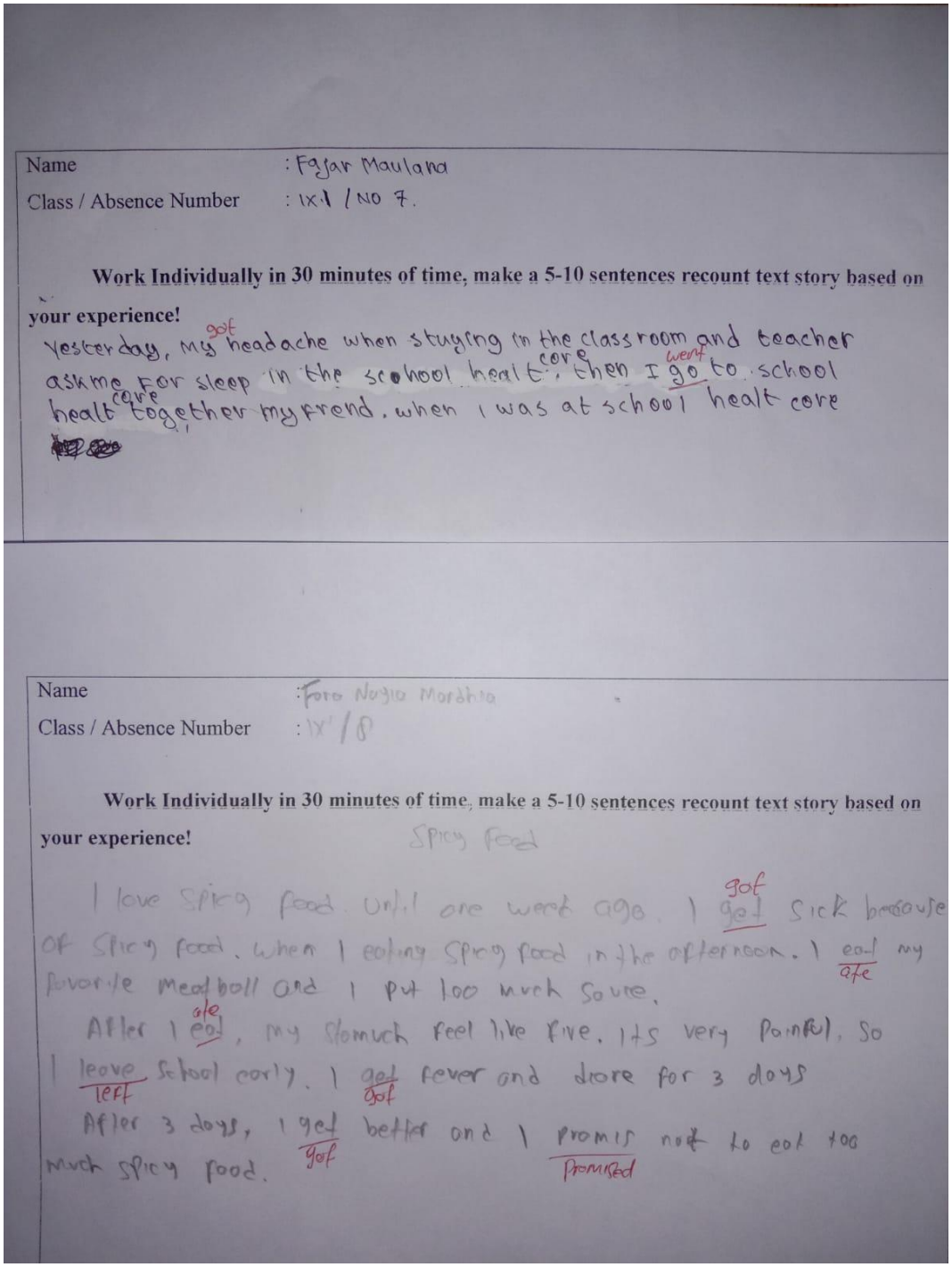
I and family went to Padang in last week, in oc'lock 07.00, we to arrived arrive there ate eat with family, we play played together, after that we walk walked in the and eat night had dinner. to pass we to depart to go home.

Name : Fachry Akbar
Class / Absence Number : IX.1 / 6

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

[redacted]

Yesterday I went to Guna Paksi and I Played then I Get tuneer up after that I went home and I take nap
Took a



Name : Fgjar Maulana
Class / Absence Number : IX.1 / NO 7.

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Yesterday, my ~~got~~ headache when stuying in the classroom and teacher ask me for sleep in the school ~~healt~~ core, then I ~~go~~ went to school ~~healt~~ core together my frend. when I was at school healt core

Name : Fara Nagia Marshia
Class / Absence Number : IX' / 8

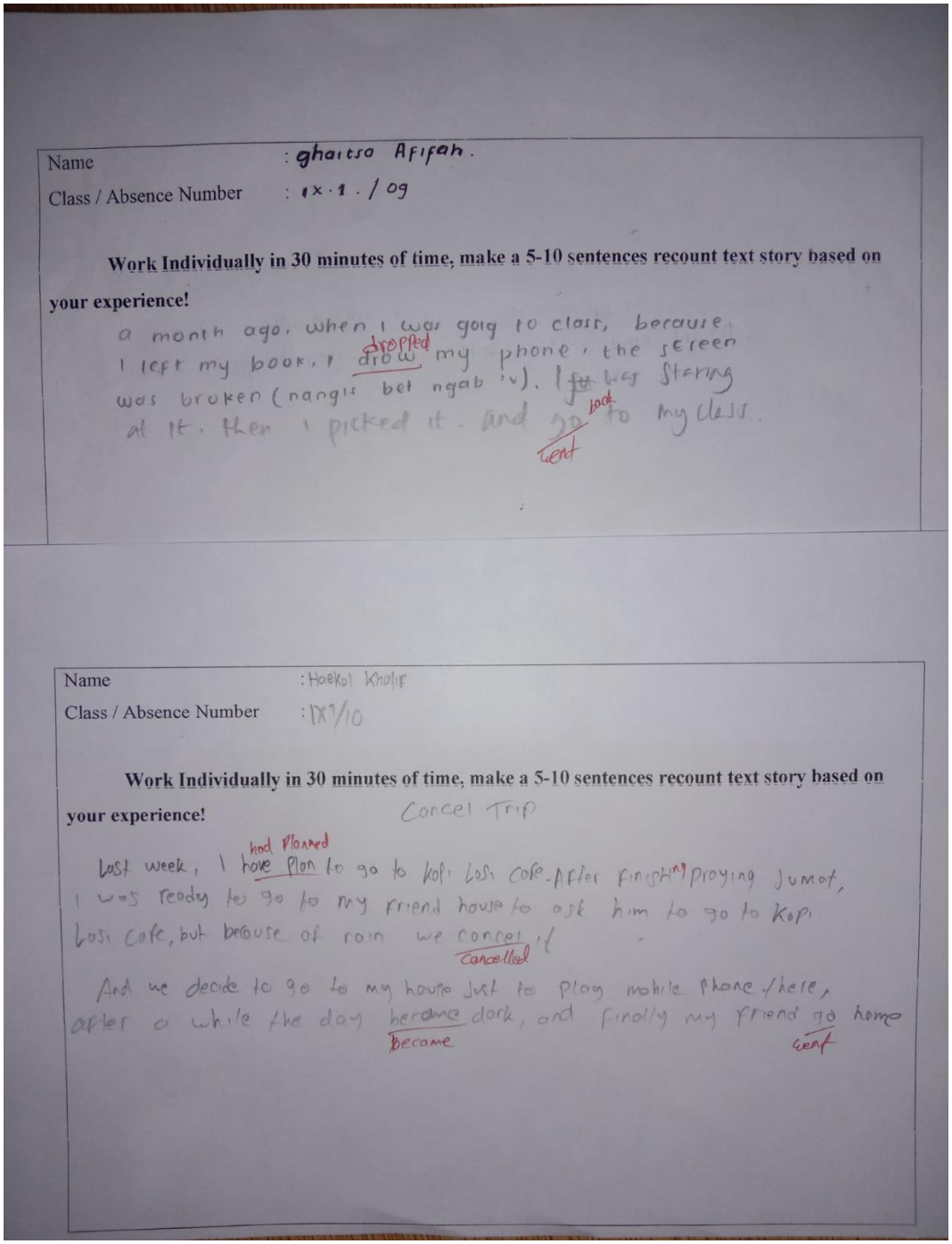
Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Spicy food

I love Spicy food. Until one week ago. I ~~got~~ got sick because of Spicy food. when I eating Spicy food in the afternoon. I ~~eat~~ ate my favorite meatball and I put too much Soure.

After I ~~eat~~ ate, my Stomach feel like fire. Its very Painful. So I ~~leave~~ left School early. I ~~get~~ got fever and diare for 3 days

After 3 days, I ~~get~~ got better and I promis ~~not~~ to eat too much Spicy food.



Name : ghaitsa Afifah.

Class / Absence Number : 1x.1./09

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

a month ago, when I was going to class, because I left my book, I drow (dropped) my phone, the screen was broken (nangis bet ngab :v). I ~~is~~ was staring at it. then I picked it. and go (went) back to my class.

Name : Haekal Khalif

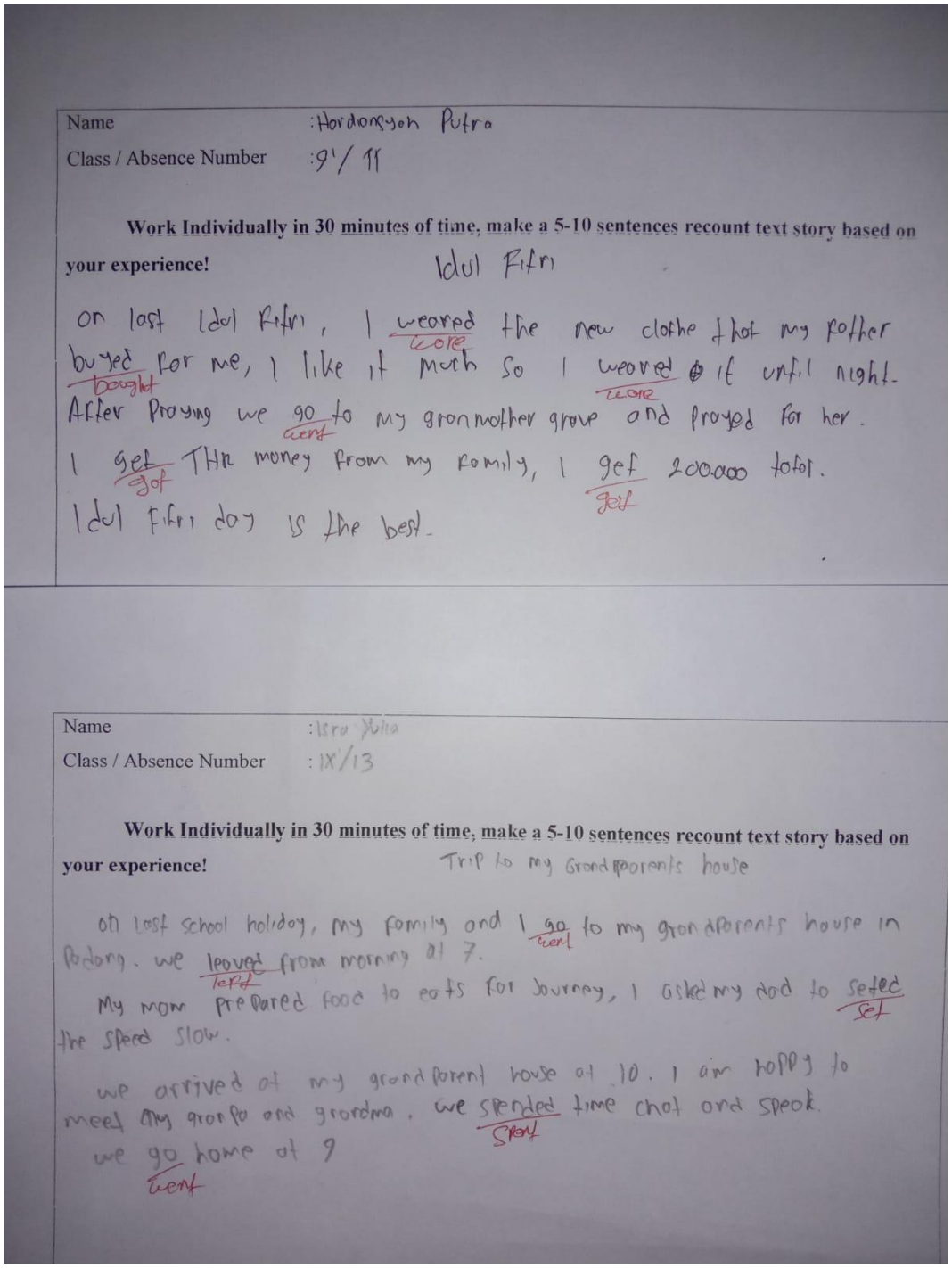
Class / Absence Number : IX3/10

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Cancel Trip

Last week, I have (had Planned) Plan to go to Kopi Losi cafe. After finishing praying Jumat, I was ready to go to my friend house to ask him to go to Kopi Losi cafe, but because of rain we concel (cancelled).

And we decide to go to my house just to play mobile phone there, after a while the day heramce (became) dark, and finally my friend go (went) home



Name : Hardonsyah Putra
Class / Absence Number : 9' / 11

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience! Idul Fitri

on last Idul Fitri, I ~~weared~~ wore the new clothe that my father ~~buyed~~ bought for me, I like it much so I ~~weared~~ wore it until night. After Praying we ~~go~~ went to my gronmother grave and prayed for her. I ~~get~~ got THR money from my family, I ~~get~~ got 200.000 total. Idul Fitri day is the best.

Name : Isra Yulia
Class / Absence Number : IX' / 13

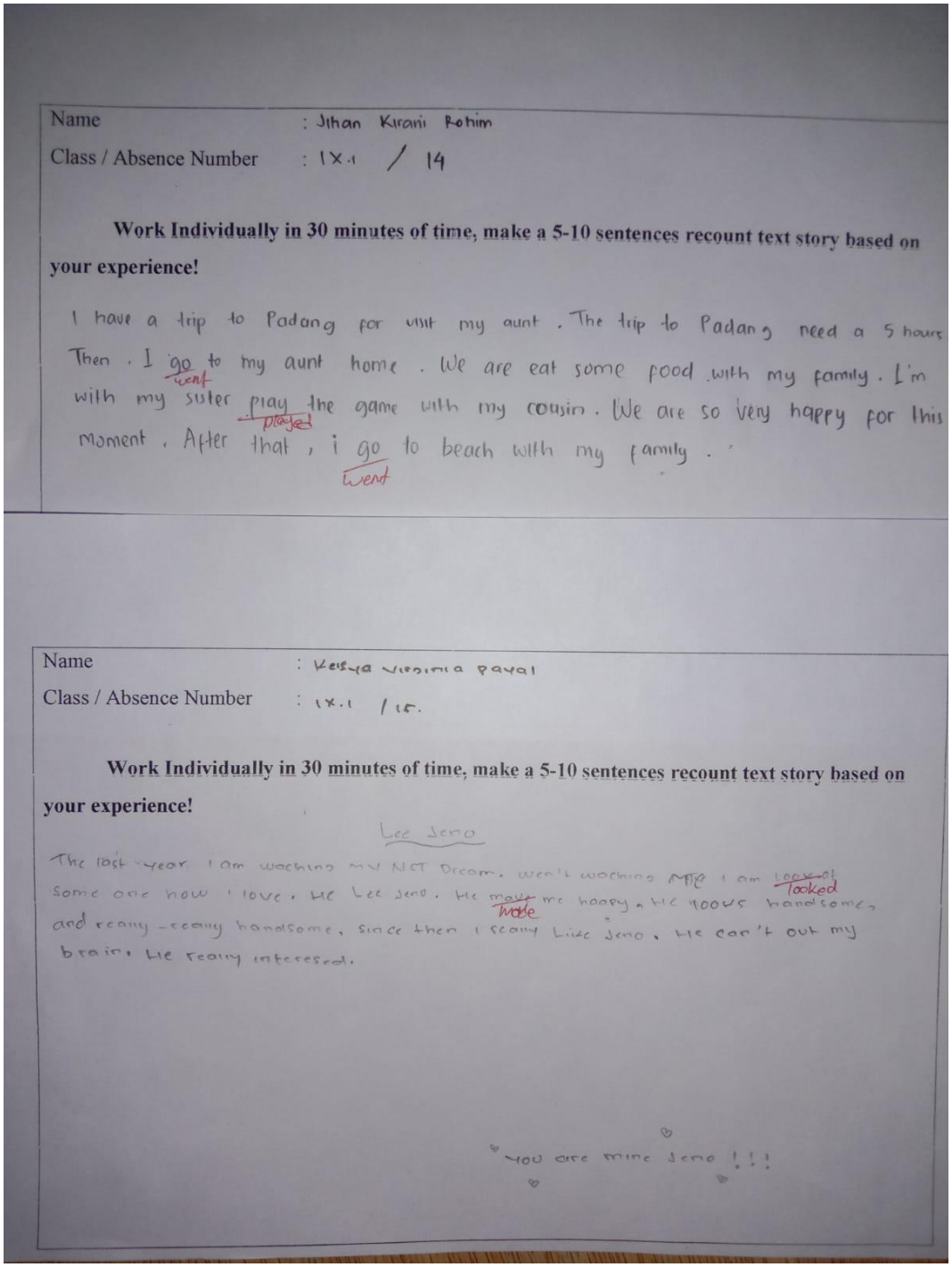
Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience! Trip to my Grandparents house

On last school holiday, my family and I ~~go~~ went to my grandparents house in Padang. we ~~leaved~~ left from morning at 7.

My mom prepared food to eats for journey, I asked my dad to ~~seted~~ set the speed slow.

we arrived at my grandparent house at 10. I am happy to meet my grandpa and grandma. we ~~spended~~ spent time chat and speak.

we ~~go~~ went home at 9



Name : Jihan Kirani Rohim

Class / Absence Number : IX.1 / 14

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

I have a trip to Padang for visit my aunt. The trip to Padang need a 5 hours Then, I ~~go~~ went to my aunt home. We are eat some food with my family. I'm with my suster ~~play~~ played the game with my cousin. We are so very happy for this moment. After that, i ~~go~~ went to beach with my family.

Name : Keisya Virginia Payal

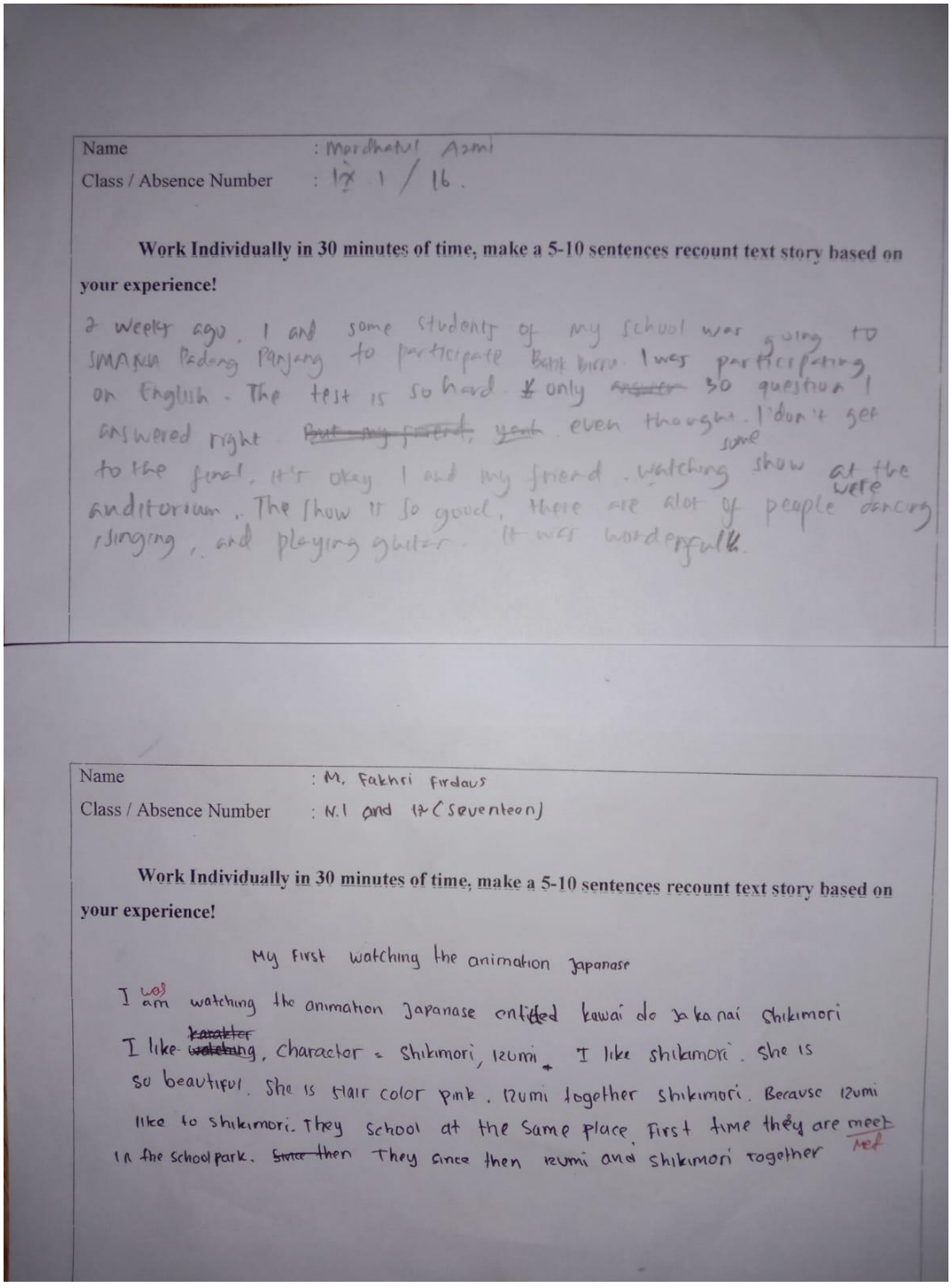
Class / Absence Number : IX.1 / 15.

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Lee Jeno

The last year I am wacthing MV NCT Dream. wen't wacthing MTE I am ~~look at~~ looked some one how I love. He Lee Jeno. He ~~move~~ made me happy, He looks handsome, and really-really handsome, since then I really Like Jeno. He can't out my brain. He really interested.

You are mine Jeno !!!



Name : Mardhatul Azmi
Class / Absence Number : IX 1 / 16.

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

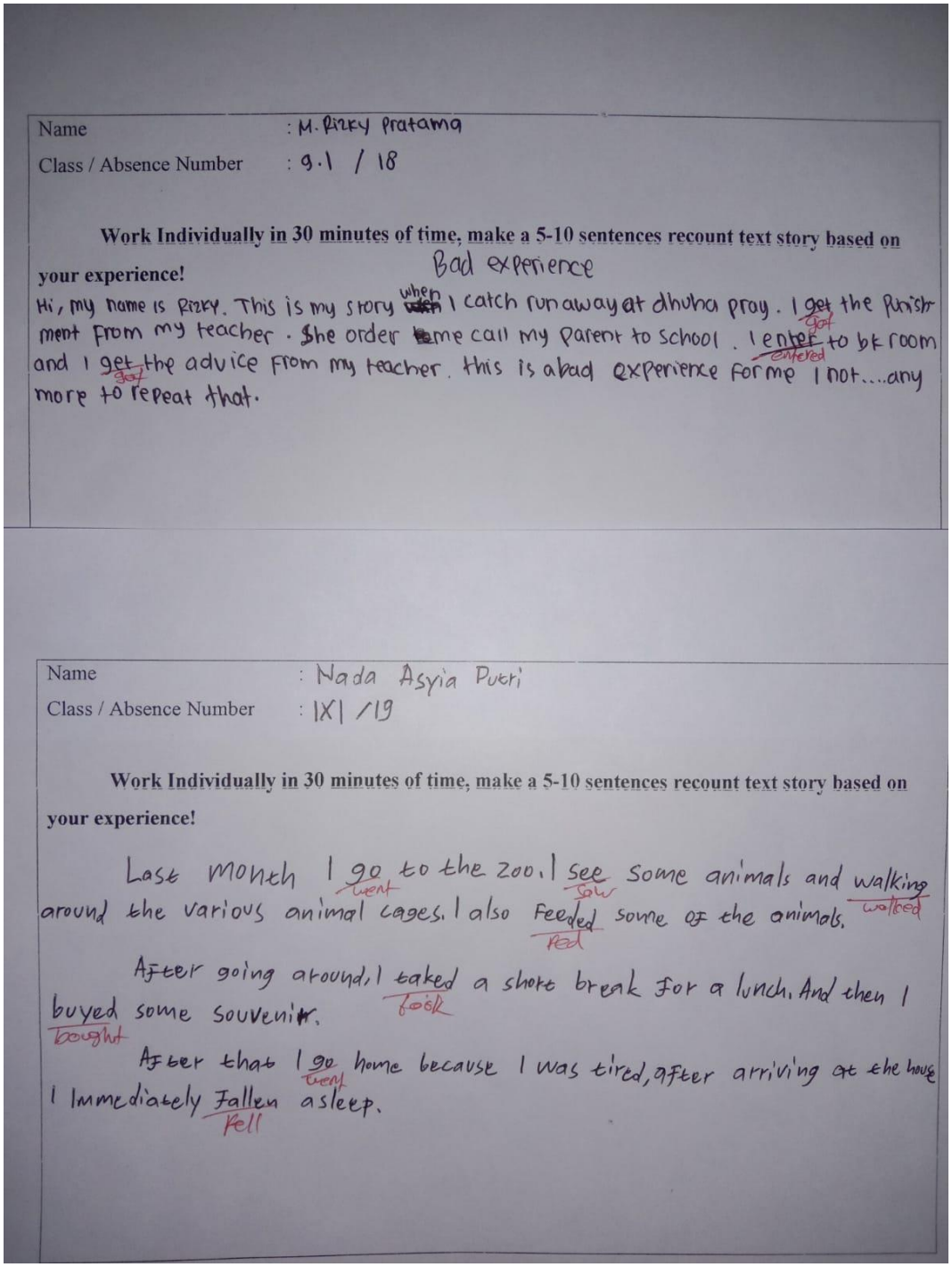
2 weeks ago, I and some students of my school was going to SMAN 1 Padang Panjang to participate Bank Indo. I was participating on English. The test is so hard. ~~¥~~ only ~~Answer~~ 30 question I answered right ~~But my friend~~, ~~yeah~~ even though. I don't get some to the final, it's okay I and my friend watching show at the were auditorium. The show is so good, there are alot of people dancing, singing, and playing guitar. It was wonderfull.

Name : M. Fakhri Firdaus
Class / Absence Number : N.1 and 17 (seventeen)

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

My First watching the animation Japanese

I ~~am~~ was watching the animation Japanese entitled kawai do ja ka nai shikimori I like ~~karakter~~ ~~watching~~, character = shikimori, izumi. I like shikimori. She is so beautiful. She is hair color pink. Izumi together shikimori. Because izumi like to shikimori. They school at the same place. First time they are meet met in the school park. ~~Since then~~ They since then izumi and shikimori together



Name : M. Rizky Pratama

Class / Absence Number : 9.1 / 18

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Bad experience

Hi, my name is Rizky. This is my story ~~when~~ when I catch run away at dhuhai pray. I get the punishment from my teacher. She order ~~to~~ me call my parent to school. I enter to bk room and I get the advice from my teacher. this is abad experience for me I not....any more to repeat that.

got

entered

got

Name : Nada Asyia Putri

Class / Absence Number : IX1 / 19

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Last month I go to the zoo. I see some animals and walking around the various animal cages. I also Feeded some of the animals.

went

saw

walked

Fed

After going around, I taked a short break for a lunch. And then I buyed some souvenir.

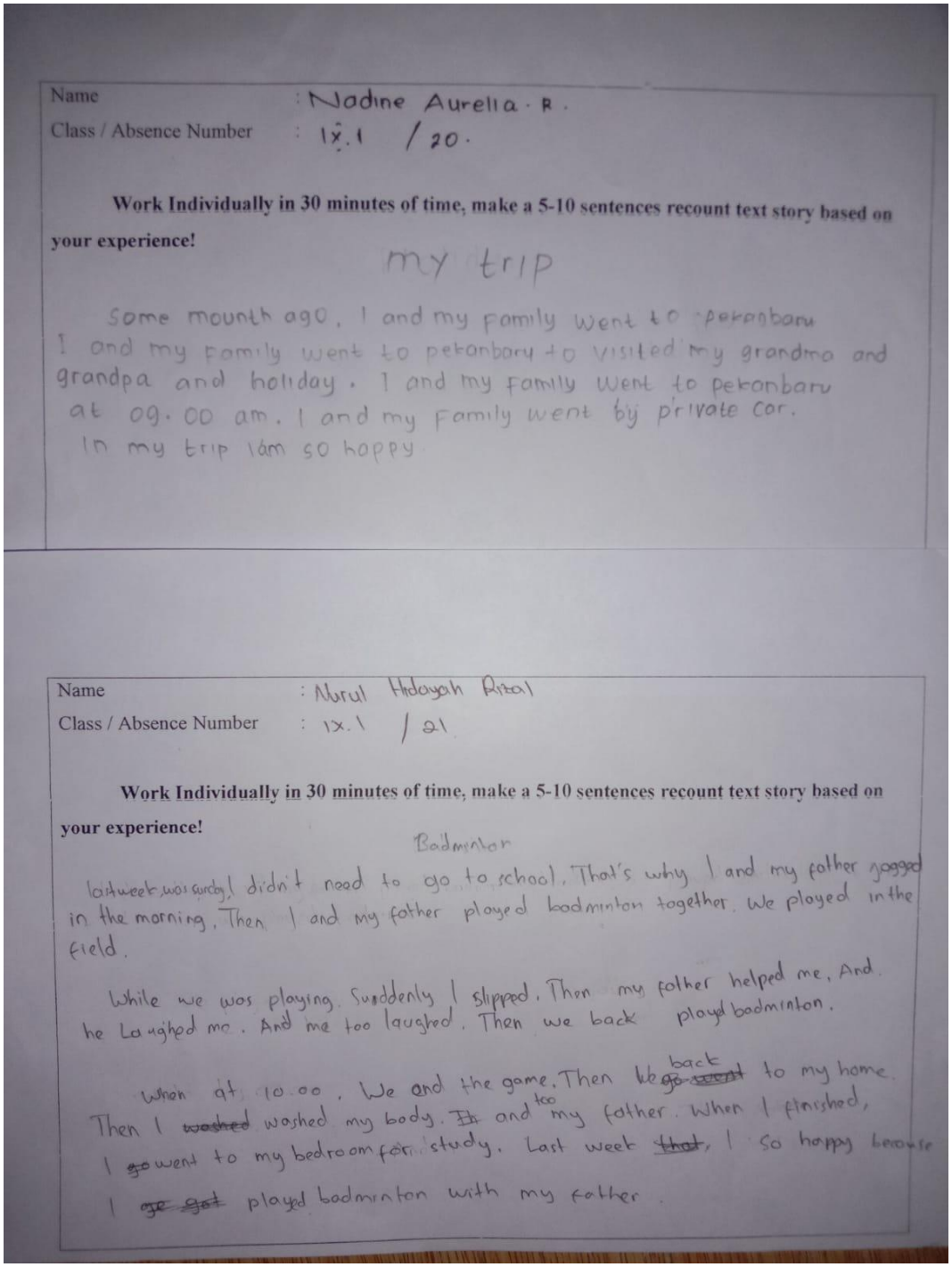
took

bought

After that I go home because I was tired, after arriving at the house I immediately Fallen asleep.

went

Fell



Name : Nadine Aurella . R .
Class / Absence Number : IX.1 / 20.

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

my trip

Some mounth ago, I and my family went to pekanbaru I and my family went to pekanbaru to visited my grandma and grandpa and holiday. I and my family went to pekanbaru at 09.00 am. I and my family went by private car. In my trip iam so happy

Name : Nurul Hidayah Rizal
Class / Absence Number : IX.1 / 21

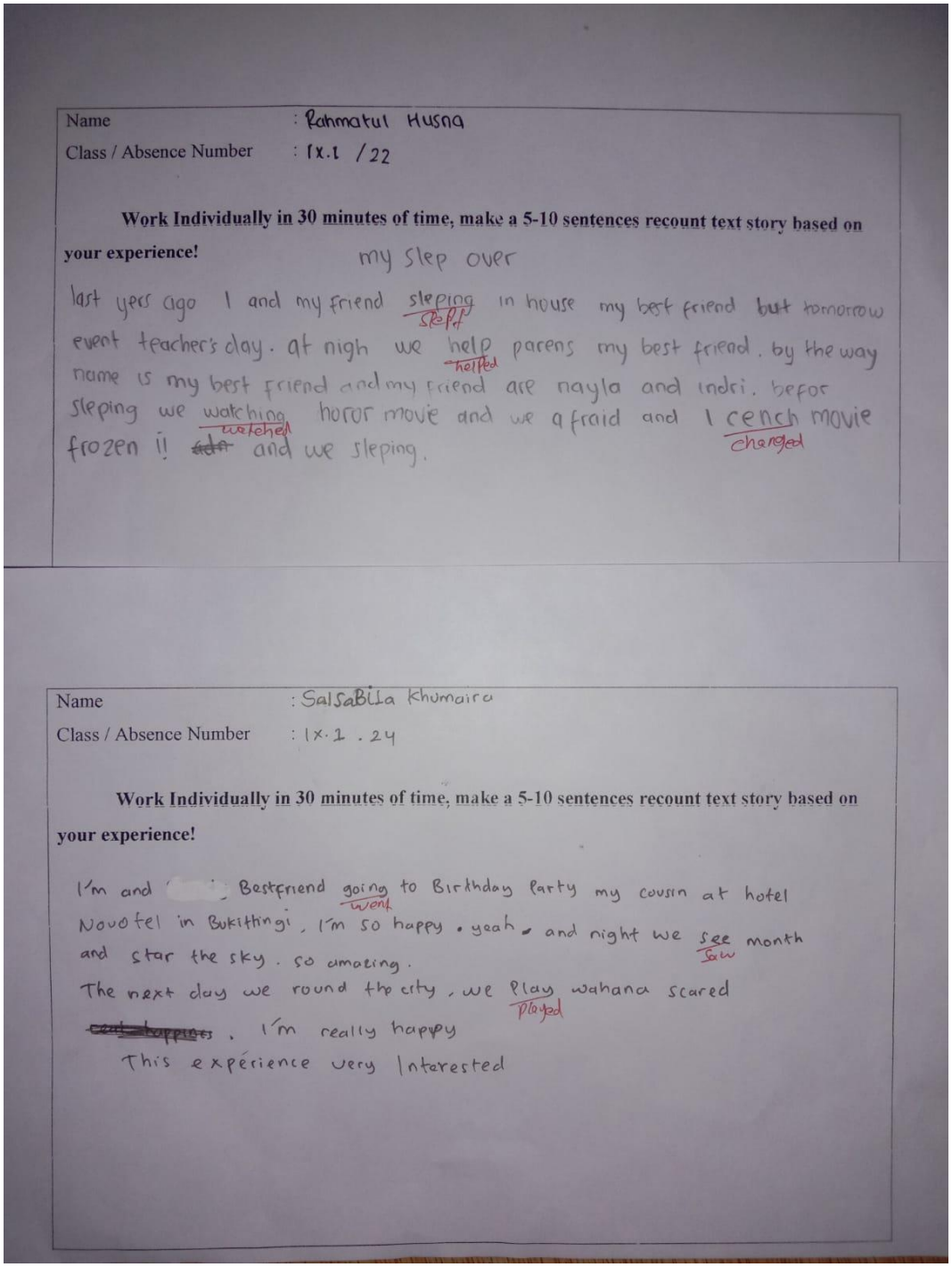
Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Badminton

lastweek,was sunday,I didn't need to go to school. That's why I and my father jogged in the morning. Then I and my father played badminton together. We played in the field.

While we was playing. Suddenly I slipped. Then my father helped me. And he Laughed me. And me too laughed. Then we back played badminton.

When at 10.00. We end the game. Then We ~~go~~ back to my home. Then I ~~washed~~ washed my body. ~~It~~ and too my father. When I finished, I ~~go~~ went to my bedroom for study. Last week ~~that~~, I so happy because I ~~go~~ ~~fot~~ played badminton with my father.



Name : Rahmatul Husna
Class / Absence Number : IX.1 / 22

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

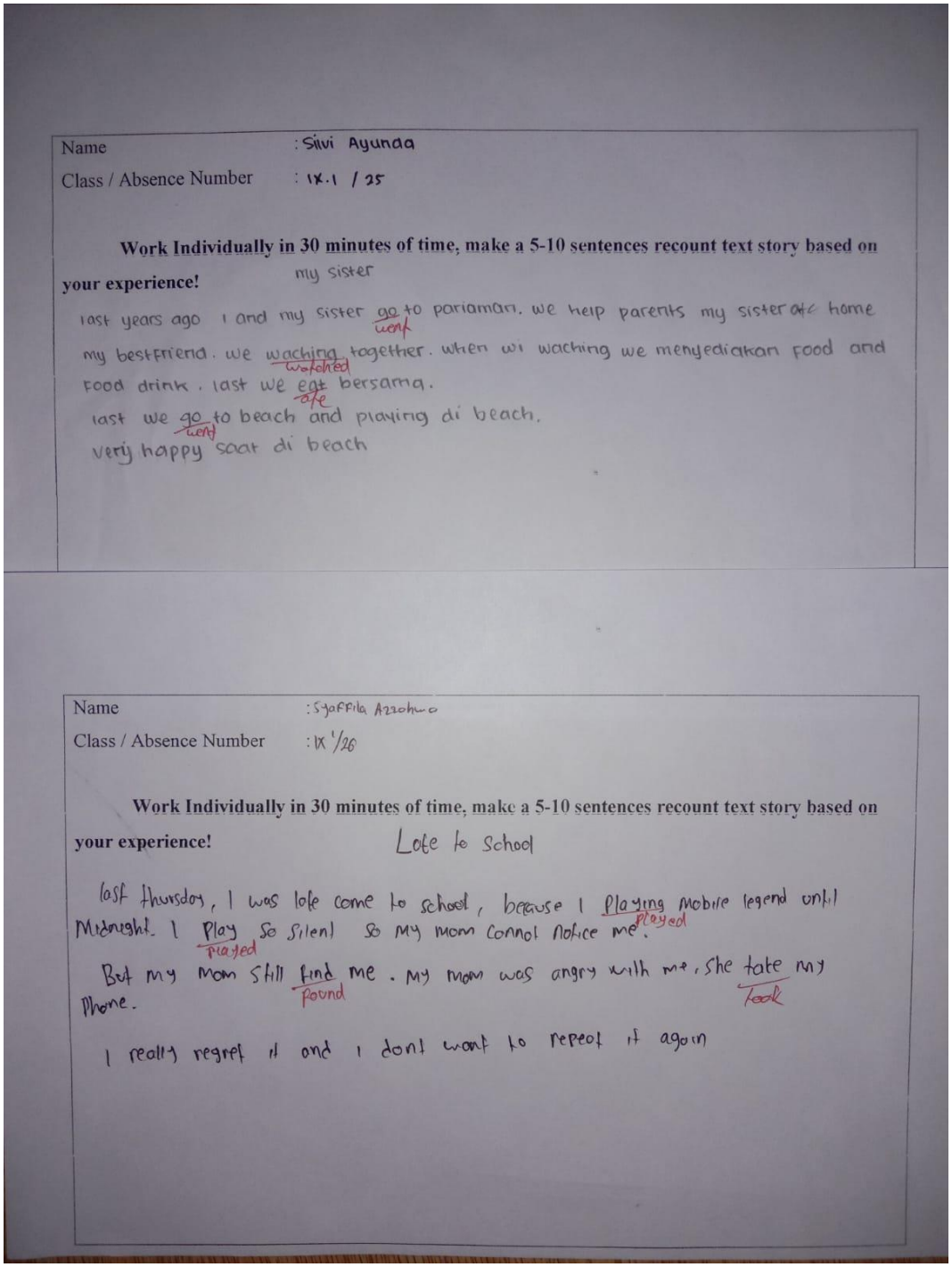
my slep over

last yers ago I and my friend sleping (slept) in house my best friend but tomorrow event teacher's day. at nigh we help (helped) parens my best friend. by the way name is my best friend and my friend are nayla and indri. befor sleping we watching (watched) horor movie and we afraid and I cench (changed) movie frozen II ~~ada~~ and we sleping.

Name : SalSaBila khumaira
Class / Absence Number : IX.1 . 24

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

I'm and [redacted] Bestfriend going (went) to Birthday Party my cousin at hotel Novotel in Bukittingi, I'm so happy . yeah . and night we see (saw) month and star the sky . so amazing .
The next day we round the city , we Play (played) wahana scared ~~and happies~~ . I'm really happy
This experience very Interested



Name : Silvi Ayunaa

Class / Absence Number : IX.1 / 25

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience! my sister

last years ago I and my sister go (went) to pariaman. we help parents my sister ate (ate) home my bestfriend. we wacking (watched) together. when wi wacting we menyediakan food and food drink. last we eat (ate) bersama.

last we go (went) to beach and playing di beach.

very happy saat di beach

Name : Syaffila Azzahra

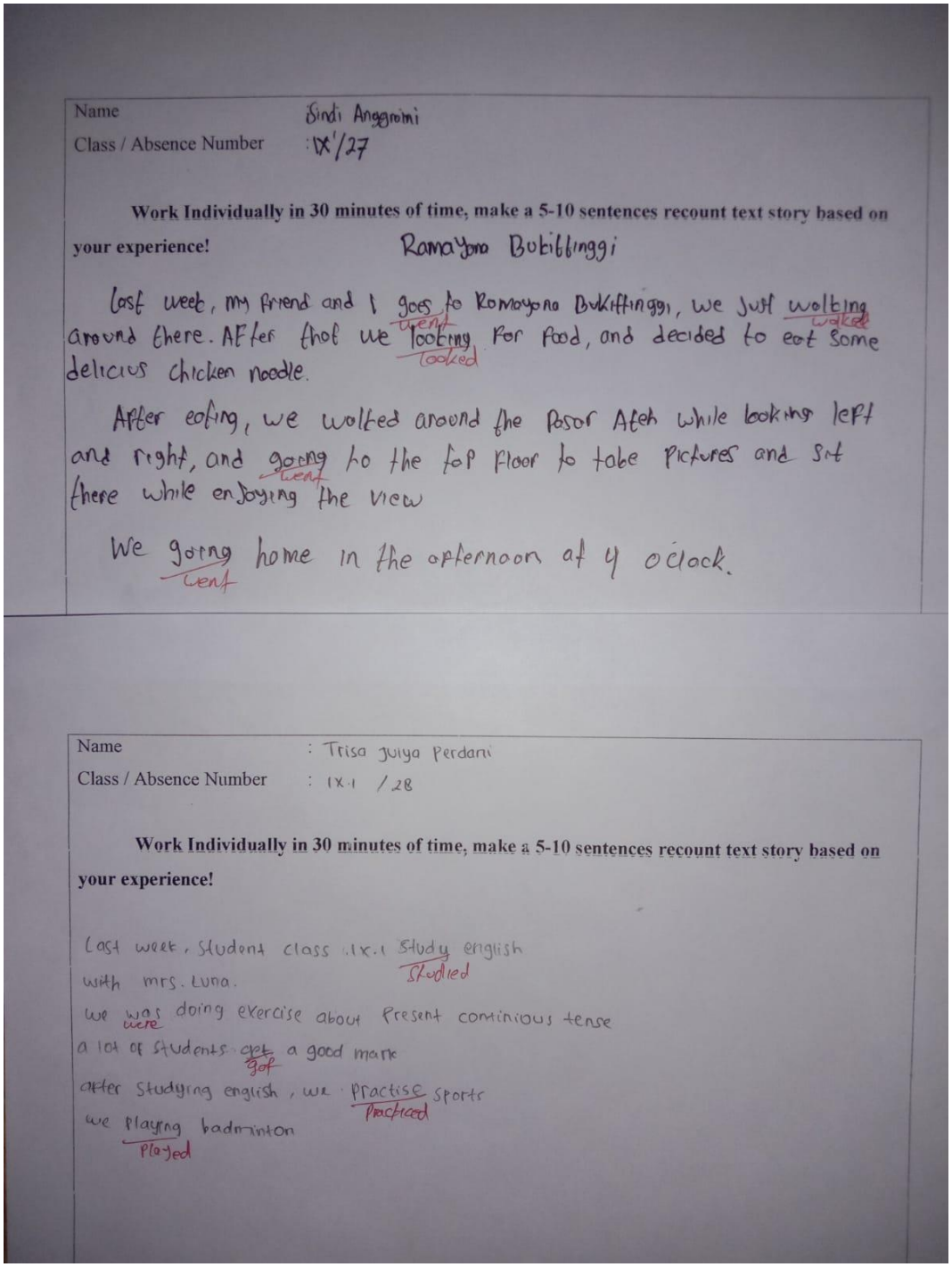
Class / Absence Number : IX 1/26

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience! Late to School

last thursday, I was late come to school, because I playing (played) mobile legend until Midnight. I play (played) so silent so my mom connot notice me.

But my mom still find (found) me. My mom was angry with me, she take (took) my phone.

I really regret it and I dont want to repeat it again



Name : Sindi Anggraini
Class / Absence Number : IX'/27

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience! Ramayana Bukittinggi

Last week, my friend and I goes (went) to Ramayana Bukittinggi, we just walking (walked) around there. After that we looking (looked) for food, and decided to eat some delicius chicken noodle.

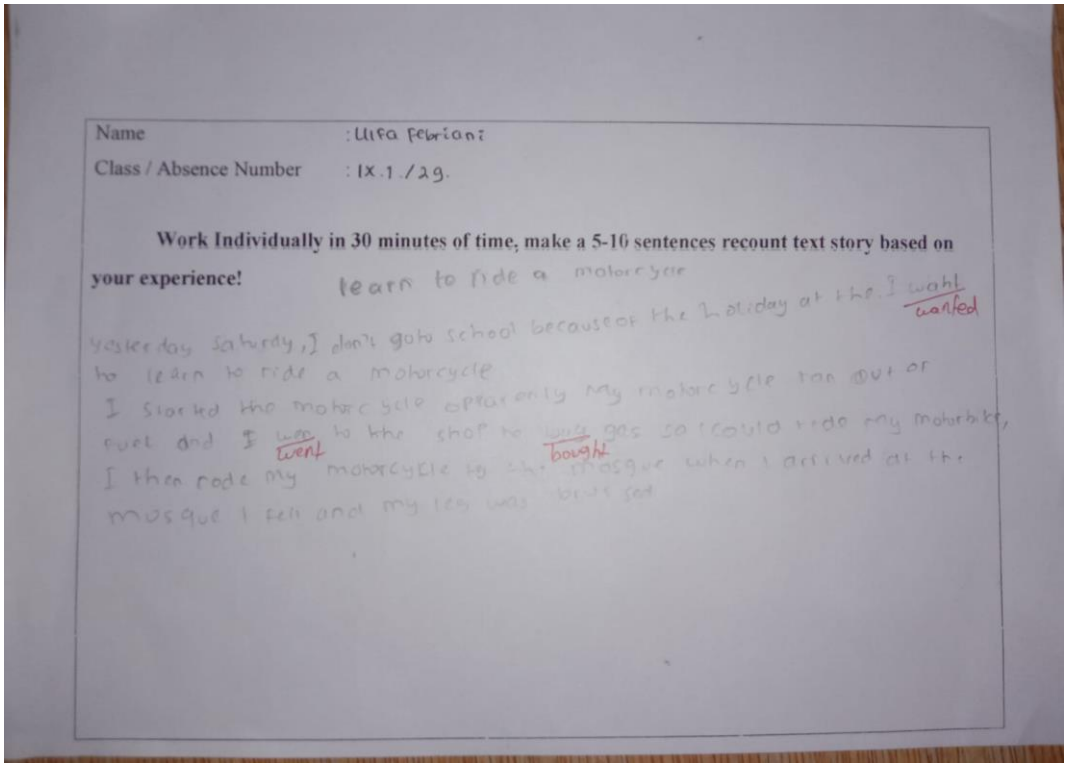
After eating, we walked around the Pasar Atas while looking left and right, and going (went) to the top floor to take pictures and sit there while enjoying the view

We going (went) home in the afternoon at 4 o'clock.

Name : Trisa Juliya Perdani
Class / Absence Number : IX.1 / 28

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

Last week, student class IX.1 study (studied) english
with mrs. Luna.
We was (were) doing exercise about Present continious tense
a lot of students get (got) a good mark
after studying english, we practise (practiced) sports
we playing (played) badminton



Name : Ulfa Febriani

Class / Absence Number : IX.1 / 29.

Work Individually in 30 minutes of time, make a 5-10 sentences recount text story based on your experience!

learn to ride a motorcycle

yesterday saturday, I don't goto school becauseof the holiday at the. I waht (wanted)
to learn to ride a motorcycle
I started the motorcycle apparently my motorcycle ran out of
fuel and I (was went) to the shop to (buy bought) gas so I could rede my motorbike,
I then rode my motorcycle to the mosque when I arrived at th.
mosque I fell and my leg was bruise sad

Appendix 10

Documentation

- Preliminary Research



- Explaining the Test










- Giving the Test