

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some related literatures in this research. The related literature comprises the concept that is used in the topic of research. The researcher takes the reference from some related books to enrich the theory.

A. Underlying Theory

The researcher shows the theory about error analysis in writing recount. In the following, there are some theory from related books and other references. There are error analysis and English text.

1. An Error Analysis

Error analysis is study second language acquisition that is made by students. In the following, the researcher shows the error from any reference. It includes the notion of error, significant of error, algorithm, error classification source of error and remedial teaching.

a. Notion of Error

Error is process the study second language acquisition (SLA) made by students. According to James (1998: 1), “error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language”. The primary focus of error analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying process of second language learning or second language acquisition on Fauziati (2009, 135). So, error analysis is important in learning second language acquisition. Based on Saville-Troike in Fauziati (2009, 135), “error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners’ creative ability to construct language”. So, error analysis help teacher to know ability students learn language and it solve the difficulties the students or to improve their ability in study second language acquisition.

b. Significance of Error

Error has significant to learner and teacher, it provides with the theory. Based on Dulay (1982, 138),

“There are two major purpose to studying learners’ errors:
1) it provides data from which inferences about the nature of the language learning process can be made, 2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively the pedagogical purpose of error analysis”.

Other significance of errors, According to Corder in James (1998: 12), he made five major points of significance of learners’ errors:

1) “we should look for parallels between L_1 acquisition and L_2 learning; 2) error are evidence of the learners; in-built syllabus, or of what they have taken in, rather than what teachers think they have put in; 3) errors show that L_1 and L_2 learners both develop and in dependent system of language; 4) errors should be distinguished from mistakes; 5) errors are significant in three respects: they tell the teachers what needs to be taught; they tell the researcher how learning proceeds; and they are a means whereby learners test their hypotheses about the L_2 ”.

c. Algorithm

The mean of algorithm is the specification of the set of procedures you need to carry out, together with a statement of the best order to follow, to perform a complex operation (James, 1998). Based on Shidar in Fauziati (2009, 136), “these stages were subsequently elaborated the error into: 1) collection of data (either from compositions

by students on a given theme or from examination answers; 2) identification of errors (labeling with varying degrees of precision depending on the linguistic sophistication brought to bear on the task with respect to the exact nature of the deviation); 3) classification into error types (e.g. error of agreement, articles, verb forms, etc); 4) statement of relative frequency of error types; 5) identification of the areas of difficulty in the target language; 6) therapy or remedial teaching; 7) analysis of the sources of error (e.g. mother tongue interference, intralingual error, developmental error, etc.); 8) determination of the degree of disturbance caused by the error.”

d. Error Classification

There are four error classifications that are commonly used bases for the descriptive classification errors, they are linguistic category; surface strategy; comparative analysis; communicative effect (Dulay, 1982).

1) linguistic category

Based on James (1998, 104), “linguistic category carries out errors in term of where the error is located in overall system of the target language (syntax, morphology, semantics, lexicon and style).” Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style) (Dulay, 1982).

(a) Phonological

Phonological is study of the sound, Hornby in Srijanto (2010, 33) states that phonology is the science of vocal sounds: the study of sound changes which take place, or have taken place in a language. There are three major of phonological analysis are 1) segment, features (the smallest building blocks of phonological structure), and syllables (unit of linguistic structure that consist of a syllabic element).

For examples of segment in the word *sip* and *zip*, as do the vowel of *hit*, *hate* and *hot*. Then, features [+] means that a feature is present, and [-] means that it is absent. And, syllables are composed of nucleus (usually vowel) and its associated nonsyllabic segments (usually consonant).

(b) Morphological

Morphology is study of word, Crystal in Srijanto (2010, 47) states that morphology is the branch of grammar which studies the structure of words. In the morphology, the study of word called morpheme. O'Grady, et al. in Srijanto (2010, 33) state that morpheme is the smallest unit of that carries information about meaning or function.

There are three classification of morpheme, they are 1) free morpheme is one that may constitute a word (free form) by itself; 2) bound morpheme is one that must appear with at least one other morpheme, bound or free in a word; 3) zero morpheme is a zero allomorph without phonemic content.

There are very large number of allomorphs: 1) various replacives in a few very common nouns: /e – (æ)/ man-men, /i – (u)/ woman-women, /iy – (u)/ foot-feet, /iy – (uw)/ goose-geese, /ay – (aw)/ mouse-mice. 2) zero in a few nouns, mostly referring to animals: *sheep-sheep*, *deer-deer*, *fish-fish*.

(c) Syntax

Syntax is study of sentence, Crystal in Srijanto (2010, 61) states that syntax is the study of the rules governing the way words are combined to form sentence. According to James (1998, 156) is the study of phrase (NP (noun phrase), VP (verb phrase), AjP (adjective phrase), AvP (adverb phrase), PP (preposition phrase)), clause, sentence and paragraphs. According to Lehman in Srijono (2010, 64), there are the basic of syntactic devices: (1)

coordination or conjoining, are arranged side by side, for examples:

John and Mary take ice cream and sugar.

John takes and enjoys cream

(2) Subordination or embedding, indicated by special words, for examples:

John who likes sugar, when John drinks coffee, if he invites Mary.

(3) Endocentric and Exocentric. Endocentric is one of primary constituents are comparable, e.g.: *gold and silver, stay or go away, no one but you.* exocentric is one of primary constituents do not function like the complete, e.g.: *in the house.* 4) substitution is when basic pattern are added to another, e.g.: *John likes ice cream = He likes it.* 5) Function Word and Content Words, examples of function word are auxiliaries, conjunction, and relatives, and examples of content words are noun and verb. 6) concord and government, concord is agreement in form of one word, e.g.: *this tie – these tie.* Government is the determination of one form by another, e.g. *He saw her* and *He sent the letter to her.*

(d) Discourse

Discourse is divided into two major, they are coherence and cohesion. According to James (1998, 161), coherence is the way in which the components of the textual world, then cohesion is related primarily to content, to the conceptual relatedness of propositions.

(1) Cohesion

Cohesion is sentence which has contain elements are difficult or impossible to interpret. It has two references, they are anaphoric and cataphoric reference. Anaphoric reference is pointed the listener or the reader 'backwards' to previous entity. Cataphoric reference is pointed the reader or the listener forward the previous entity.

(2) Substitution and Ellipsis

There are three substitution, they are nominal, verbal, and clausal. Nominal substitution (*there are some new tennis balls in the bag. These ones've lost their bounce*). Verbal substitution, e.g.

A: *Annie says you drink too much.*

B: *So do you!*

Clausal substitution, e.g.

A: *Is it going to rain?*

B: *I think so.*

Ellipsis occurs when some essential structural element is omitted. E.g.:

Sylvia: *I like the blue hat.*

Mary: *I prefer the green.*

(3) Conjunction signals relationships of the part of the texts. There are four types of conjunction. 1) additive (*and*), 2) temporal (*first, then....*), 3) clausal (*because...*), 4) adversative (*however, On the other hand.....*).

(4) Lexical cohesion occurs when two words in a text are semantically related in some way. It has two types, 1) reiteration includes repetition (*What the lack in newspaper is what we should get. In a word, a 'popular' newspaper may be the winning ticket*), synonym (*You could try reversing the car up the slap. The incline isn't all that steep*), superordinate (*Pneumonia has arrived with the cold and wet condition. The illness is striking everyone from infants to the elderly*), general word (A: *Did you try the steamed buns? B: Yes, I didn't like the things much*). 2) collocation occurs that the major problems for discourse analysis.

2) surface strategy

Then, on James (1998, 106), surface strategy taxonomy is the learner's erroneous version is different from the presumed target version (omission, addition, misinformation, misordering errors).

a) Omission (\emptyset) is ungrammatical. E.g.:

He'll pass his exam but I won't [pass my exam]. Ellipsis

He'll pass his exam and I'll [\emptyset] too. Omission

b) Addition is a type of errors which are characterized by the presence of an item. E.g.: double marking, regulation, and simple addition.

c) Misinformation is characterized by wrong a structure or morpheme.

E.g.:

*I *seen her yesterday.*

*He hurt *himself.*

*I read that book*s.*

d) Misordering errors are characterized by the correct placement of morpheme or group of morpheme. E.g. *What daddy is doing and I don't know what is it.*

3) comparative analysis;

After that, according Dulay (1982, 162), comparative taxonomy is classification based on comparison between the structure of second language errors and certain other type of constructions.

a) developmental errors are errors, which are made by children learning target language as first language. E.g.: "*the dog eat it*".

b) interlingual errors are that reflect native language structure regardless of internal process or external condition. E.g. "*the man skinny*" (orang itu kurus), and "*the boy fat*" (anak itu gemuk).

4) communicative effect

And finally, on Dulay (1982, 182), communicative effect is classification based on the perspective of their effect on the listener or reader.

a) global errors, “errors that affect sentence organization significantly hinder communication”. E.g.:

English language use many people.

(if) not take this bus, we late for school.

b) local errors, “errors that affect elements (constituent) in a sentence do not usually hinder communication significantly”. E.g.:

why like we each other?

and

Why we like each other?

e. Sources of Error

In the case, sources of error divided into four major, they are interlingual transfer, intralingual transfer, context of learning and communication strategies. Based on Brown (2000, 224), first, interlingual transfer is a significant source of error for all learners. Then, intralingual transfer (within the target language itself) is a major factor in second language learning. Whereas, context of learning refers to the classroom with its teacher and its materials in the case of school is learning or the social situation in second language learning. The last, communication strategies is “approach by the learners to communicate with native speakers of the target language” (Selinker on Fauziati, 2010: 167).

f. Error and Mistakes

Error and mistakes are differences. Commonly, people confused to understand both, because they are close meaning but they aren't same meaning. According to James (1998, 83), mistakes can be self corrected

if the deviation is pointed out to the speaker. Then, error can be observed, analyzed, and classified to reveal something of the system operating within the learner. Based on Fauziati (2009, 139), errors are typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the TL (target language). Whereas, mistakes are deviations due to performance factors such as memory limitation, fatigue, and emotional strain. To differentiate the errors and mistake, we can judge the sentences with four criteria: a) the sentence *The cat died* is grammatical and acceptable; 2) the sentence *The cat that the dog that the man hit chased died* is grammatical but it is unacceptable; 3) the sentence *He is a not unintelligent person* is ungrammatical but it is acceptable; 4) the sentence *colorless green ideas sleep furiously* is ungrammatical and it is unacceptable.

Table 2.1
Error Identification

Grammatical	Acceptable	Free from error
Grammatical	Unacceptable	Erroneous
Ungrammatical	Acceptable	Erroneous
Ungrammatical	Unacceptable	Erroneous

g. Remedial teaching

The important of the remedial teaching is to help learners' better write recount text and they do not make errors again in the other times. Based on handbook on remedial teaching, Children with learning difficulties have the same psychological needs and characteristics as other children. Some of them, however, may be less able to organize their perceptions or to comprehend abstract ideas and concepts. Some may have poor memory, poor level of motivation, and short span of attention in work situations or associated behavioral problems. Above all, owing to encounters of failure they tend to have low expectations of themselves

and, having rarely distinguished themselves at school, also have low aspirations.

There are three senses of error correction, 1) informing the learners that is error, and leaving them to correct it is telling it and it themselves. 2) providing treatment or information that leads to the revision and correction of the specific instance of error. 3) providing learners with information that allows them to revise or reject the wrong rule they were operating with when they produce the error token by James (1998: 236-237).

2. English Text

English has genre of the texts or the types of the text. The researcher shows the types of the text bellow.

a. Notion of Text

Text is important element in writing learning process. Based on Oxford dictionaries, text is the main body of a book or other piece of writing, as distinct from other material such as notes, appendices and illustration. "Text" implies that the words, phrases, lines or sentences of which it consists have not been arranged this way by chance, but have been produced by a person and with certain kinds of intention. Therefore, a text contains meaning which is open to interpretation.

b. Types of Text

Types of texts in English are thirteen texts. They are recount, spoof, narrative, anecdote, news item, descriptive, report, explanation, procedure, analytical, hortatory, review. But, in the eighth grade students will learn recount, narrative and description text.

1) Recount text

Social function: To retell events for the purpose of informing or entertaining.

Generic structure:

(a) Orientation (Provides the setting and introduces participants)

(b) Event (Tell what happened, in what sequence)

(c) Re-orientation (Optional, closure of events)

Language features:

(a) Focus on specific participants

(b) Use a material process

(c) Circumstance of time and place

2) Narrative text

Social function: To amuse, entertain and to deal with actual or various experience in different ways Narrative deal with problematic lead to a crisis or turning point of some kind, which in turn finds resolution.

Generic structure:

(a) Orientation (Sets the scene and introduce the participants)

(b) Complication (A crisis arises)

(c) Resolution (The crisis is resolved for better or for worse)

Language features:

a) Focus on specific and usually individual participants

b) Use of material processes (or behavioral and verbal processes)

c) Use of relational processes and mental processes

d) Use temporal conjunction and temporal circumstance

e) Use of past tense

3) Descriptive text

Social function: to describe a particular person, place or thing.

Generic structure:

(a) Identification (Identifies phenomena to be describe)

(b) Description (Describe parts, qualities, characteristics)

Language features:

(a) Focus on specific participants

(b) Frequent use of nominal groups

(c) Use of simple present tense

c. Recount Text

Recount text has three elements, namely, social function, generic structure, and language features. Social function of the recount text is to retell events for the purpose of informing or entertaining. Then, generic structure has three characteristics, 1) Orientation (provides the setting and introduces participants); 2) Event (tell what happened, in what sequence); 3) Re-orientation (Optional, closure of events). And, language features of recounts, they are, 1) focus on specific participants; 2) use a material process; 3) circumstances of time and place; 4) use of past tense. In the following is the example of recount text.

My Unfortunates

- Orientation Last weekend was my luckiest day. Many good things were coming toward me.
- Event 1 When the morning broke in Sunday morning. I woke up and planned to jogging around the neighborhood. So, I changed my clothes and went to bathroom to wash my sleepy face. As I stepped in the bathroom. I landed my foot on soap in the floor and feel down. A perfect morning his for me.
- Event 2 Next, I began my jogging and saw my gorgeous neighbor, jogging to. I thought it was a good fortune to omit the gap between us. So, I was jogging to him and say hello. But, how poor of me, it was not him. It just someone I never met before who looked like to him. I was going home with people laugh at me along side of the street.
- Event 3 When I got home, the breakfast already settled and I immediately spooned a big portion of rice and ate. After I have done my breakfast my mother came up and said that the meals have not ready yet and she said that I may have a stomachache. If I ate it. It was proven, I had a stomachache for the next the days.

Reorientat I past my weekend lie down on me bed and be served as queen.
 ion That was not really bad, wasn't it.

B. Previous Study

The researcher found some researches about errors analysis before. The analysis some category analysis of errors are difference in some analysis aspect such as the data source. They are 1) Hestuningtyas Maharani Perdana (Universitas Muhammadiyah Surakarta, 2015), 2) Cholipah (Universitas Islam Syarif Hidayatullah, 2014), 3) Doni Ramli (Universitas Tanjungpura Pontianak, 2013), 4) Iin Nurohmah (Universitas Pendidikan Bandung, 2013), 5) Fajarini Emmaryana (Universitas Islam Syarif Hidayatullah, 2010)

1. Perdana's Work (2015)

The research from Hestuningtyas Maharani Perdana (2015) in her study entitled "*Comparative Errors Analysis in Writing Recount Text Made by the First and the Third Semester Students of English Department UMS 2014/2015 Academic Year*". The purpose of the study is 1) to describe the types of error that made by the first and the third semester student of English Department UMS in 2014/2015 Academic Year. 2) to find the similarities of error that made by the first and the third semester student of English Department UMS in 2014/2015 Academic Year. 3) to find the differences of error that made by the first and the third semester student of English Department UMS in 2014/2015 Academic Year.

She used descriptive qualitative research. The data of the study are all interlanguage errors made by the student's writing recount text. Then, the data collection technique involves the way to collect the informant through observation, interview, and document, and visual, material. The technique for analyzing data, she adopted theory from Moleong.

The result of the study is 1) she classify the types of error into two types a) bound morpheme [-s] and b) errors in wrong spelling of the words. 2) she found the similarities types of errors, namely: a) bound morpheme [-s] and b) wrong spelling of the word.

2. Cholipah's Work (2014)

The research from Cholipah (2014) in her study entitled "*An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*". The purpose of the study is 1) to find empirical evidence of students' grammatical errors in second grade of SMP Trimulia in their recount text writing and 2) to find the sources of errors made by the students in their recount text writing.

She used descriptive qualitative research. The data was presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. She classified the students' errors in writing recount text by using Betty S. Azar's classification of errors, and then she analyzed the errors to find the sources of students' errors and using Brown's theory to reveal them. After she calculated the data to get the result of total errors and then she interpreted the data descriptively.

The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors. Based on the total result types of errors, the writer found that the number of total source of errors are communication strategy has 428 or 51.14% source of errors, interlingual transfer has 295 or 35.24% source of errors, intralingual transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors.

3. Ramli's Work (2013)

The research from DoniRamli (2013) in his study entitled "*An Analysis on the Students' Error in Writing Recount Text*". The purpose of the study is to know the errors in writing recount text of the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013.

The method used in this research is a descriptive where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are measurement technique and direct observation technique. The tool of collecting data are written test.

Based on the finding in this research, there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.

4. Nurohmah's Work (2013)

The research from Iin Nurohmah (2013) in her study entitled "*An Analysis of Students' Recount Text by Using Systemic Functional Grammar*". She analyzed errors at investigating students' writing recount text by identifying schematic structure and linguistic features of the text.

She used descriptive qualitative research. The data resources were six pieces of recount text written by the eighth semester student of English Department who were treated as respondents. To analyzed the text, she used theory *transivity of functional grammar* develop by Halliday (1994) was applied to identify the linguistic features of the text.

The findings show that most students seemed to be able to apply the schematic structure of Recount because they put the schematic structure correctly in different paragraphs. However there was still one student (the writer of text 6) who put the schematic structure in one paragraph only. Dealing with the linguistic features, most students likely found problems in differentiating between the use of simple present tense, past tense, prepositional phrases, regular and irregular verbs. Therefore, it is recommended for the students to improve their knowledge and practice more in writing, particularly in writing Recount.

5. Emmaryana's Work (2010)

The research from Fajarini Emmaryana (2010) in her study entitled "*An Analysis on the Grammatical Errors in the Students' Writing (A Case Study of the First Year Students of "SMA Negeri 1 Cigudeg Bogor")*". She analyzed errors of student's errors of the First Year Students of "SMA Negeri 1 Cigudeg-Bogor. The

aims of her study is 1) to detect, to identify and to analyze the grammatical errors was done by the students in their written text. 2) to find the reasons why the students make errors in their writing.

She used descriptive qualitative research. To get field research, the writer got in touch directly with the students of SMA Negeri 1 Cigudeg. She gave written test to the students of class X 1, 2, 3 and 4 to know how far the students are able to make recount text with good grammatical. And she also interviewed the English teacher to know their background of knowledge, the curriculum and method in English teaching learning. The technique of the data analysis is use a formula, as follows:

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

Notes: P: Percentage, F: Frequency of wrong answer, N: Number of sample.

The result of this research is grammar errors made by the first year students of SMA Negeri 1 Cigudeg Bogor in writing recount text. The error was done in Tense for the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, the third is errors in Sentence Pattern by 17 students or 85%, the forth is errors in Preposition by 7 students or 35%, and the last errors in Pronoun with 6 errors or 30%.

6. The Position of the current study

The researcher will show the differences of the current study with the five previous studies above. First previous study, there are different between the current study is the subject of the research, data source of the research and the scope of the research. The subject of the first previous study is the first and the third semester students of English Department UMS 2014/2015 academic year. But, the current study has the subject that is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. Then, the data sources the first study is components of recount text by the students of the first and the third semester students of English Department UMS. But, the current study has data source different that is components of recount text made by the eighth grade

students of SMP Muhammadiyah 4 Surakarta. And, the scope of the first previous study is the students of the first and the third semester students of English Department UMS, whereas the current study will focused on by the eighth grade students of SMP Muhammadiyah 4 Surakarta.

Second previous study, the subject of the study is second grade students of SMP Trimulia Jakarta Selatan. But, the current study has the subject that is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. Then, the data source is components of recount text by thesecond grade students of SMP Trimulia Jakarta Selatan. But, the current study has data source different that is components of recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta. And, the scope of the second previous study is second grade students of SMP Trimulia Jakarta Selatan, whereas the current study will focused on by the eighth grade students of SMP Muhammadiyah 4 Surakarta.

Third previous study, the subject of the study is the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. But, the current study has the subject that is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. Then, the data sources is the errors in writing recount text of the tenth Grade Student of SMAN I Siantan. The current study has data source different that is components of recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta.

Fourth previous study, the subject of the study is eighth semester student of English Department in University of Education Bandung. But, the current study has the subject that is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. Then, the data source is errors in writing recount text by eighth semester student of English Department. The current study has data source different that is components of recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta.

The last previous study, the subject of the study is the first year students of “SMA Negeri 1 Cigudeg-Bogor. But, the current study has the subject that is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of

2015/2016. Then, the data sources is student's errors of the first year students of "SMA Negeri 1 Cigudeg-Bogor, whereas the current study has data source different, that is components of recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta.

The position the current study with other research is different, because the researcher will conduct the research in SMP Muhammadiyah 4 Surakarta academic year 2015/2016. And, the writer focused on the language component (morphological, syntax, and discourse) made by the eighth student of SMP Muhammadiyah 4 Surakarta. The writer's reason make research in SMP Muhammadiyah 4 Surakarta, because in there is not yet make research about students' error in writing recount text. Therefore, the researcher will expand the previous study, which is really new research.

There are table of the different between previous studies with current study.

Table 2.2

No.	Previous Studies	Current Study
1.	Perdana's Work (2015) The subject of the first previous study is the first and the third semester students of English Department UMS 2014/2015 academic year. And the data sources the study is components of recount text by the students.	The current study has the subject that is the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016. And, data is language component (morphological, syntax, and discourse) of recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta.
2.	Cholipah's Work (2014) The subject of the study is second grade students of SMP Trimulia Jakarta Selatan. And, the data source is components of recount text by students.	

3.	Ramli's Work (2013) The subject of the study is the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. And, the data sources are the errors in writing recount text by student.	
4.	Nurohmah's Work (2013) The subject of the study is eighth semester student of English Department in University of Education Bandung. And, the data source is errors in writing recount text by student.	
5.	Emmaryana's Work (2010) The subject of the study is the first year students of "SMA Negeri 1 Cigudeg Bogor. And, the data source is student's errors in writing text.	