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Research Article

## The Use of Simple Past Tense Verb and Adjectives on Students' Ability in Writing Recount Text

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### KEYWORDS

Simple Past Tense Verb;  
 Adjective;  
 Recount Text.

### A B S T R A C T

The aims of the research are to know the Type and the Number of Error in The Use of Simple Past Tense Verb and adjectives Writing Recount Text. The total sample of this research followed by 60 students. The technique collecting data of the use of simple past tense verb and adjectives on the students' ability in writing recount text was acquired from Content analysis and data analysis technique that used in this research. It was used to know the use of independent variable to dependent variable. The research finding are: the students in using simple past tense verb on writing Recount text are based on surface strategy taxonomy which are classified into omission, addition, misformation, and misordering. After counting the errors, the writer found 239 total of errors which the highest frequency of error is in Misformation errors which consist of 128 errors (53,56%), it is followed by Omission errors which consist of 70 errors (29,29%), Misordering errors which consists of 21 errors (8,78%), and the last as the lowest error is Addition errors which consists of 20 errors (8,37%), the types of errors made by the students in using Adjectives on writing Recount Text are based on surface strategy taxonomy which are classified into: omission, addition, misformation, and misordering. After counting the errors, the writer found that the total of the error are 25 errors which the highest frequency of error is in Misformation errors which consist of 17 errors (68,00%). It is followed by Omission errors which consist of 5 errors (20,00%), And the writer found 2 errors (8,00 %) in Addition error and also as Misordering the writer found 1 errors (4,00%).

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## INTRODUCTION

English as a foreign language, the student especially vocational high school students are required to be able to communicate in both spoken and written language. Written language is one of language products as well as the means of communication. The written language can be expressed

through written products which need specialized skills. The written products can be measured as the students' achievement in a process of learning the language. As a result, writing skills become an important part in students' English learning process. However, the teaching learning English at school does not give adequate proportion of writing skills. It can be influenced by the factors why the students faced the trouble in writing; internal and external

factors, in which internal factor dealt with their low English writing proficiency, meanwhile external factor referred to their inadequate quality in studying the writing skills (Husin & Nurbayani, 2017). For example, writing skills are less taken into consideration in the teaching process than the other skills. Teachers often ask students to read certain texts and answer the following questions instead of asking them to produce a text. It makes the students feel that writing skills seem not very important. Consequently, the problems aroused become an obstacle for the students to gain a good result on their writings.

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it (Mary Spratt, 2005: 26). Writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronoun, as well as commas and other marks of punctuation. It is also included in one of the existing syllabus. Writing can be considered as one of the fundamental skills rather than the other skills. It is because that writing is one of the basic skills of learners who want to learn English. Meanwhile, in the learning process there are some difficulties of students who learn English as a foreign language. They have some difficulties even though English is not their first language. However, writing already becomes an enjoyable, meaningful and essential subject in the foreign language learning. Writing enhances the ability of the students to generate their ideas, to communicate one word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words. Vocabulary has an important role at this point. The students who are good at vocabulary will not face the difficulty in generating ideas.

In writing, the students need to be aware about grammatical features and organization. Paying attention to the accuracy of grammar is necessary for the learners in learning writing. Therefore, the students need to understand and be aware about it. Most students did not pay attention to the accuracy of the language they use. It can be found from Some studies, according to (Mustikawati, 2017; Siahaan, 2013) who discovered that students seemed to have less control towards English Grammar as they frequently make errors in the text they wrote. However, at the vocational high school grammar is an important aspect in learning writing but the ability of the students to generate their ideas and finding ideas about the topic or something they are going to write is necessary in learning writing in Vocational High School.

The imbalance proportion of teaching writing to students makes the students find some difficulties in writing likewise the students of vocational high school seemed not to be able to use orthography correctly, including the script, DOI:<http://dx.doi.org/10.30998/scope.v8i2.21714>

and spelling. Whereas the writing skill takes the biggest proportion seen from the text book used in vocational high school learning. It is related with the result found by the research of Wulandari et.al (2018) which show the proportion of skill taught as follow; writing skill has the highest proportion (35%), grammar (32%), speaking (25%), reading (7%), and the lowest proportion is listening of (1%). According to the data, the teachers must give more attention in teaching writing.

Another fact, which shows the students' less writing skills, was that the composition the made was not coherently correct. Priyatmojo (2021) The students often introduced some new themes at the beginning of the clause without any relation with other clauses and they broke the well-signposted progression of the text. It can be concluded that most of the recount texts

produced by the students were not coherent. It could be seen when they put jumbled sentences in wrong orders. The students still could not distinguish whether the sentence was the main idea of a text or the supporting details. The inability to create the distinction of the sentences made them fail to write the text coherently. Thus, other people who read their compositions, especially the teacher could not follow the development of the idea from the text. These facts mentioned, apparently, give an idea about how much background knowledge of the students have on their writing skills.

Both English and Indonesian have four main skills. The composition of those four skills started from listening. It is taken from the process of human language acquisition and the learning process of English refers to it. As stated by Masood et al. (2022) "After birth, a child starts crying first. He begins to hear different sounds and starts focusing on them, so his sense of hearing develops". A people getting their first language from what they heard from their environment. After hearing some words from their parents, they try to imitate by saying very simple voice. Then they try to speak syllable by syllable, word by word until more complex form of sentence. When they have had good ability in speaking they continue to read started by simple and easy word. And the last skill is writing. In this research the writer decides to choose writing as the object to be observed.

Writing is a process of pouring ideas, argumentations, thoughts, and feelings from our head and heart into a paper. (Harris et al., 2014) Writing is a process of transferring ideas into written form that is understandable. According to Sapkota (2012:70) "writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey". Through writing we can share our ideas,

thoughts and even our experiences to the others. As Diestch in Pensius et al. (2016) states that “the general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific purpose involves responding to a certain need for writing.”

Even though looks easy, writing is a kind of language skills which is quite difficult to do especially for students. Nunan (1989) stated that writing is a very cognitive activity that requires students to pay attention to various factors in writing (as cited in Fareed, Ashraf & Bilal, 2016). It is true that to be able to write, students have to follow a number of writing aspects. Sometimes, some students lack confidence and are unmotivated after knowing the numbers of requirements Budjalemba and Listyani (2021). They spend so much time to start writing. It can be caused by some factors come from internal and external. The internal factor is from the students themselves for example lack of vocabularies and less ability of grammar. The external factor is the factor that comes from the outside of the students like teachers who probably do not use proper approaches, methods, and techniques which are suitable with the subject. They also might not convey the material with interesting ways so it can make writing bored activity. Finally the material cannot be delivered well and the result of teaching activity is unsatisfactory. Having a good skill of writing is very important for students especially for vocational high school because at the end of study they must have a field training in a company and they must submit the report of their activity during the training process in written form.

A good writing is meaningful. It can be a medium for expressing a person’s ideas, feelings, opinions, in written form and the result can be meaningful for the writer himself and/or for others (Indrilla and Ciptaningrum, 2018) It means that writing must be able to deliver something which has meaning so the people who read will get impressions after reading. Then the writing can be said useful. A good writing must be clear. It means that the reader can feel easy to catch the message of the writing. In this case the reader will not be confused in understanding the contents and do not need to reread the writing so it won’t waste the time.

A good writing must also be organized well and follow the rule so the message will be delivered, integrated, and connected well. Richards as cited in Reknosari (2016) in his book entitled *Methodology in Language Teaching* said that there are four steps of basic writing they are; planning, drafting, revising, and editing. Beside that a good writing ought to notice the choice of diction as well as correlated with the purpose and the genre of writing itself. The competence of writing recount text is important for the students of vocational high school. It can be seen from what has been stated in syllabus of English vocational high school curriculum. As the standard of competence of the

syllabus, it was stated “The students have to be able to reveal the meaning of the short functional writing text and simple essay in the form of descriptive, narrative, recount, and news item of the daily life context.”

Referring to the explanation above, the students must be able to Recount Text which follow the rule of English language. English is different from Indonesian. English is more complex in structures and patterns. In Indonesian there is no change in using verb in any adverb of time. It is different from English which has different verb based on the time we say. For example, the use of verb in the sentence of present and past condition.

In this research the writer decided to choose writing recount text to be analyzed. A recount is a kind of writing that tells the experiences or events in the past even to the readers or people whether its form, its properties, its amount and others. The aim of recount text is clear that is to entertain and informs, to the readers, and reveal a person or an object either concrete or abstract. The result of this research is expected to be a reference especially for teachers in improving their skills in teaching writing.

Recount text is easy enough to do because it can be made based on what we have done or felt before. Risnawati et al, (2018:82) stated: “Recount text is a text that retell the past event.” Similarly to Anderson’s opinion, Knapp (in Risnawati et al, 2018:82) stated: “Recount text, basically it is written out to make a report about an experience of a series of related event.” Risnawati et al, (2018:82) stated: “Recount text is a text that retell the past event.” In recount text there are some language features. The first feature is specific information. It means that a recount text must have a certain object like name of place, thing or someone. It is needed to clarify the noun such as, activity, experience, and information, etc. The second feature is the use of simple past tense. As we know that recount text tells about the experience and object described. The ability of students in writing recount text depends on the competence of mastering those kinds of language features. For example, the students who have good competence in simple past and mastering the kinds of adjective will be able to make a good recount text.

The quality of a recount text made by student is very affected by the quality in mastering the simple past tense and adjectives. Based on the research on the students, there found some difficulties in constructing the recount text. Those difficulties caused by less ability of mastering simple past tense verb and adjectives. Based on Lim (2010: 25), “English users should be aware that the simple past tense involves past tense verbs, and must pay attention to the spelling of their past tense forms”. Simple past used to tell about a completed action in a time before now and it is different with Indonesian there are some changes of verbs depend on the form of sentences. Hutson (2006:25) “An

adjective is word that describes a noun.” An adjective is kind of part of speech like what discussed before which describes the function of some words. According to Hutson, his definition related to the function of adjective, that is describes noun. Moreover Wirts (2014:160) stated that “Adjectives are words that modify (describe or define) nouns or pronouns.” It can be meant that adjective can give more information about the words followed by it. Those factors that made the students feel difficult to make a recount text.

## **METHOD**

The descriptive method was used in this study. Descriptive research involves the description, recording, analysis and interpretation of the present nature, composition or processes of phenomena which focuses on prevailing conditions, or how a person, group or thing behaves or functions in the present. It often involves some type of comparison or contrast. In other words, descriptive research maybe defined as a purposive process of gathering, analysing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical methods. (Calderon, 2012).

Martens (2005:2) stated that “Research is a proses of systematic inquiry that is designed to collect, analyse, interpret, and use data to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such context.” It can be meant that the research must be done based on the knowledge got by the observation using the human sense. So that this method also can be observed by others. This process must be systematic, that means the research must be conducted through the certain steps that is logic and organized well so it will explain the whole process during the research. The aim of the research is to find and get some data based on the particular need and purpose. Based on the explanation above, the research must be done through scientific way.

This research is used qualitative research based on the opinion from Creswell (2012:187) “Qualitative research focuses on data collection, analysis, and writing, but they organize out of discipline and flow throughout the process of research.” It can be meant that the qualitative approach

describes the data from the general to specific, including beginning from collecting the data, analyzing the data, and writing the result. In this research, the writer uses document analysis to get the data from the document. The data is obtained in written form that is collected and analyzed to find out the answer of the research question which is the use of simple past tense verb and adjective on students’ ability in writing recount text.

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According to Arikunto (2013:12), “qualitative research is a naturalistic research. It is the contrary of the quantitative research” Ary et al. (2010, p. 29) define qualitative research as the holistic understanding of a certain event or natural social setting. Moreover, they believe that qualitative research presents description about situational setting and participants’ activities in form of sentences rather than numerical data.

## **Sample**

The sample of this research were 60 students. They were taken from two schools located in Bogor. The first 30 students came from SMK Plus PGRI 1 Cibinong, and the second 30 students from SMK PGRI Citeureup.

## **Data Collection**

Data were collected through the observation of the students’ recount texts. The theme of the recount text was “Best experiences in life,” which were written by the students in a 40 minutes practice after the lesson about recount text was

over. The observation was conducted to identify the errors that occurred in the students’ recount text. Following the types of errors proposed by Dulay et al., (1982), the present study employed observation checklist to facilitate the recording of the data identified during the observation.

## **Data Analysis**

After the data were collected, the next step was data analysis, which were divided into two steps. The first steps was the types of students’ grammatical errors using the surface strategy taxonomy theory proposed by Dulay et al., (1982: 154), in which they argue that there are four main types of errors, namely: omission, addition, misformation and misordering. After the types of errors were identified and classified into each of the groups proposed by Dulay et al. (1982), the analysis was continued to the identification of the source of each errors, following the categorization of source of grammatical errors proposed by Brown (2007), in which he argues that grammatical errors can happen because of four sources, namely: interlingual transfer, intralingual transfer, context of learning, and communication strategy.

## **The Research Instrument**

The instrument takes an important role of the research. Ariola (2006:82) stated “The research instruments or tools are ways of gathering data.” The research instrument of this study was a writing test for the students about past experience in the form of recount text. The test used in this research is to find out the students’ skill in writing. The instrument of this research is obtained from the result of

descriptive text made by the students. After obtaining the works of descriptive text made by the student, then the writer evaluates them. Then the collected data based on the types of error are described by the writer into the percentage form with the following formula:

$$P = \frac{f}{n} \times 100\%$$

Remarks:

P = Percentage

f = Sum of error based on the type

n = Total of the whole errors

### Technique of Data Analysis

In this research, the technique of data analysis that is used is descriptive analysis. It is aimed to explain something in detail. In this research the information of products is the use of simple present tense verb and adjective on students' descriptive writing which is the writer wants to analyze whether there are some errors found in the recount text made by the students then all of the data will be analyzed and explained more specific. The research conducted qualitative descriptive method as the research methodology. This is because the researcher analyzed the data descriptively and the presentation of the result was in a form of explanation of words which would be supported by data presented in the form of tables..

Related to the explanation above the writer conducts this research by the systematic process. Here are the steps of conducting this research:

1. Identifying the problems
2. Finding the theory related to the problem will be observed
3. Determining the focus and sub-focus
4. Making questions about the problem
5. Collecting the data, analyzing and interpreting the data
6. Making conclusion of the research

## RESULTS AND DISCUSSION

### Results

The writer focuses the research to find out the number of errors in using Simple Past Tense Verb and Adjectives on Students' Ability in Writing Recount Text. Based on the data from 60 students above, it is provided that the tenth grade's students at Private Vocational School in Bogor make some errors in using Simple Past Tense Verb and Adjectives on Students' ability in Writing Recount Text. The errors are classified based on the surface strategy which consists of Omission, Addition, Misformation, and Misordering. In addition, the writer uses the percentage to find the percentage

of each error made by students in using Simple Past Tense Verb and Adjectives on Students' Ability in Writing Recount text. By calculating the frequency of each error, the writer can identify the most frequent error and the least frequent error made by the students. The description of the total number and the percentage of the error made by students in using Simple Past Tense Verb and Adjectives can be seen in the table 1. and table 2

**Table 1.** The Use of Simple Past Tense Verb on Students' Ability in Writing Recount Text

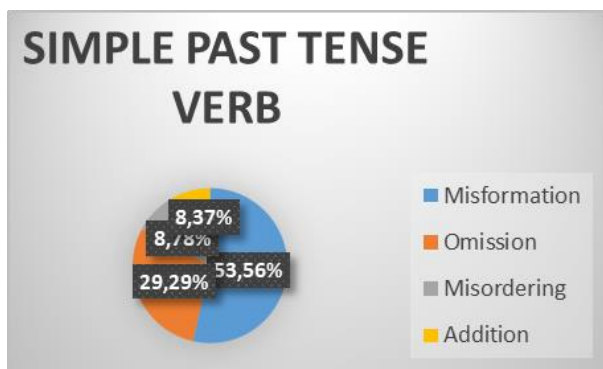
No	Types of Error	Numbers Error	Percentage
1	Misformation	128	53,56%
2	Omission	70	29,29%
3	Misordering	21	8,78%
4	Addition	20	8,37%
<b>Total</b>		239	100%

From the table above, it can be seen that the total numbers of errors are 254, these errors are found in 60 of students' compositions. From the calculation above, it is known that that the most type of errors in using Simple Past Tense Verb on Students' Ability in Writing Recount Text is in Misformation error 128 (53,56%), it is followed by Omission error 70 (29,29%), Misordering error 21 (8,78%), and the lowest is on Addition error 20 (8,37%). Furthermore, the description of the total number and the percentage of the error made by students in using Adjectives can be seen in the following table:

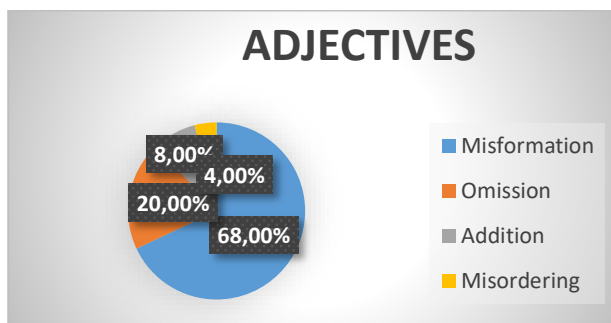
**Table 2.** The Use of Adjectives on Students' Ability in Writing Recount Text

No	Types of Error	Numbers of Error	Percentage
1	Misformation	17	68,00%
2	Omission	5	20,00%
3	Addition	2	8,00%
4	Misordering	1	4,00%
<b>Total</b>		25	100%

From the table above, it can be seen that the total numbers of errors found in 60 of students' ability in writing recount text are 25 errors. From the calculation above, it is known that that the most type of errors in using adjectives on students' ability in writing recount Text is on Misformation error 17 (68,00%), and the second place is in Omission error 5 (20,00%), in Addition error 2 (8,00%), and in Misordering error 1 (4,00%). The writer also uses pie chart to clarify the error. Below is the chart pie of the frequency of error types used by students.



**Diagram 1.** The Percentage of Students' Error of Simple Past Tense Verb



**Diagram 2.** The Percentage of Students' Error of Adjectives

### Discussion

The data of the research are collected from recount text made by tenth grade students in SMK Plus PGRI 1 Cibinong and SMK PGRI Citeureup. As stated in the previous chapter, the writer focuses to analyze about the use of Simple Past Tense Verb and Adjectives on Students' Ability in Writing Recount Text. For the further steps, the writer analyzes and finds the error and classified the errors into 4 surfaces strategy taxonomy by Dulay (Omission, Addition, Misformation, and Misordering). After analyzing and classifying the data, the writer found some students made the errors in using Simple Past Tense Verb and Adjective on their writing product. This finding has the similar data of the research conducted by Manik and Swastini (2020) which found the errors committed by the students was omission error with 171 errors or 37.33% out of the total errors. The next type of errors committed was misformation error, with 169 errors or 36.90% of the total errors. Errors of addition and misordering with a total of 72 errors and 46 errors respectively, or 15.72% and 10.04% of the total errors. The result of the errors found from the current research can be described as follows:

#### 1. The use of Simple Past Tense Verb on Students' Ability in Writing Recount Text

There are common errors produced in using Simple Past Tense Verb on Students' Ability in Writing Recount Text. The total errors are 239 errors which the highest frequency of error is in Misformation errors which consist of 128 errors

(53,56%). In Misformation errors the writer mostly found the students made Misformation error of Verbs. The writer found some students put the wrong verb (V.1 or Verb +ing) and TO BE (am, is, are) in simple past tense. The second place is Omission errors which consists of 70 errors (29,29,60%). In Omission the writer found some students made omission errors found in the aspect of to be, the omission happened on the aspects of article, -s/-es in the noun for plural noun, the student also made omission of preposition of at for telling time. And the adjective in degree of comparison, big- biggest, The errors happen because the students do not know the use of them in the grammatical rule in English. The third place is Misordering errors which consist of 21 errors (8,78%). Misordering errors in the placement of objects, adverb of place, adverb of time. In this case, there were students still found difficulties how to construct sentences in a good order. The last as the lowest error is Addition error which consists of 20 errors (8,37%). The writer found the students made Addition error of preposition, students put some unnecessary preposition when they created their constructions, addition a word or some words in the sentence, the students made singular noun that should be plural noun, e.g classmate- classmates, teacher – teachers, and wrong writing some words.

#### 2. The use of Adjectives on Students' Ability in Writing Recount Text

There are common errors produced of using Adjectives on Students' Ability in Writing Recount Text. The total errors are 25 which the highest frequency. The highest frequency of error in Misformation errors which consist of 17 errors (68,00%). The writer mostly found Misformation errors in adjectives. Most of the students could not distinguish to put adjective. It happens since the students were confused to differentiate between adjective from adverb and translate it. Hence, it can be seen that they were wrong to choose adjective. As a consequence, they made misformation errors on their writing. The second place is Omission errors which consist of 5 errors (20,00%). The third place is Addition errors which consist of 2 error (8,00%), And the last is the lowest one is Misordering errors which consist of 1 error (4,00%). In Misordering error since the students have already noticed about how to place adjective in a good order.

### CONCLUSION

Based on the findings and discussions in the previous chapter, the writer concluded the type and the number of errors made by the respondents of the tenth grade students of Private Vocational School in Bogor in writing recount text. The conclusions are as follows; The writer found 4 types of simple past tense error and adjectives error. The types are omission, addition, misformation, and misordering. The number of errors made by the respondents in writing recount text described as follow:

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### 1. The Use of Simple Past Tense Verb on Students' Ability in Writing Recount Text

The writer found 239 total of errors which the highest frequency of error is in Misformation errors which consist of 128 errors (53,56%), it is followed by Omission errors which consist of 70 errors (29,29%), Misordering errors which consists of 21 errors (8,78%). and the last as the lowest error is Addition errors which consists of 20 errors (8,37%),

From the data above, it can be seen that Misformation error was the highest number of errors made by the students. In Misformation errors the writer mostly found the students made Misformation error of Verbs. The writer found some students put the wrong verb (V.1 or Verb+ing) and TO BE (am, is, are) in simple past tense. The errors happen because the students did not know the grammatical rule in English of simple past tense. Therefore, the students fail to apply the rule of simple past tense.

They were still confused in arranging sentences related to the correct grammatical function. The reasons are they were still influenced by their first language rule in constructing a sentence and the lack of competence in English grammar and vocabularies. For the second reason it might be caused by the learning process itself.. They sometimes ignore the grammatical rule of English. It might be caused by the teachers in delivering the material about grammar. The teachers might not use the approach, method and technique properly so the material couldn't be conveyed well.

### 2. The Use of Adjectives on Students' Ability in Writing Recount Text

The writer found that the total of the error are 25 errors which the highest frequency of error is in Misformation errors which consist of 17 errors (68,00%). It is followed by Omission errors which consist of 5 errors (20,00), And the writer found 4 errors (8,00%) in Addition error and also as Misordering the writer found 1 error (4,00%). It can be seen that Misformation error was the highest number of errors made by the students. The writer mostly found some errors in Misformation of using adjectives in writing recount text. Here the students used the wrong form of usage kinds of adjectives. As a consequence, they made Misformation errors on their writing.

From the data above, it confirms the aim of the research which is to find out the types and the number of errors made by the students in writing recount text. Hence, the English teacher has to be more concerned on students' grammar so that the students could minimize grammatical errors in their writing. As the scope of this research was limited in tenth grade school students, it is recommended that further research to collected the data in higher educational institutions so the result could be generalized.

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