AN ANALYSIS OF STUDENTS' SUBORDINATE CONJUNCTION ERRORS IN RECOUNT TEXT WRITING AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree

By :

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NPM : 1411040254

Advisor : Meisuri, M. Pd
Co-Advisor : Irawansyah, M. Pd

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

AN ANALYSIS OF STUDENTS' SUBORDINATE CONJUNCTION ERRORSIN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By :

Erick Setiawan

Error Analysis is one way to evaluate students' ability to understand second language. The objective of this reseach:(1) to find out the description of students subordinate conjunction errors in writing recount text, (2) to find out the percentage of students errors in using conjuction in their writing recount text.

This research was conducted Descriptive Qualitative research method.The sample of the research wasXI IPA 3 class in SMA Gajah Mada Bandar Lampung that consist of 30 students. The sample was conducted by purposive sampling technique. In collecting the data, the writer used the documentation was students' task about recount text,

Based on the result of research, it was found that the total of the students errors was 107 items. There was 24 items of omission, the percentage is 22.42%, 47 items of addition with percentage 43.92%, 31 items of misformation with percentage 28.98%, and 5 items of misordering with percentage 4.68%. Based on the data analysis, the writer concluded that most of the students have problems in understanding writing recount text with using subordinate conjunction.

Keywords: *Error analysis, Subordinate Conjuntion, Recount Text*

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ADMISSION

A thesis entitled: **AN ANALYSIS OF STUDENTS' SUBORDINATE CONJUNCTION ERRORS IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA GAJAH MADA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019, By: ERICK SETIAWAN, NPM: 1411040254, Study Program: English Education** ,was tested and defended in the examination held on: Friday, November 1st ,2019.

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DECLARATION

I hereby stated that this thesis entitled An Analysis of Students' Sub-Ordinate Conjunction Errors in Writing Recount Text at the Second Semester of the Eleventh Grade of SMA Gajah Mada Bandar Lampung in Academic Year of 2018/2019".

I state that the thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my thesis.

Bandar Lampung, July 13, 2019
Declared by,

Erick Setiawan
1411040254

MOTTO

يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖۚ وَٱللَّهُ بِمَا تَعۡمَلُونَ

خَبِيرٞ ١١

"Allah will raise the ones who devout to Him and people who have been given much knowledge and Allah knows what you are doing"(Qs. Al Mujadalah: 11).[1]

[1]Al-Aliy, *Al-Qur'an and Its Translation*. (Diponegoro: Bandung, 2010). p. 134.

DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents, Mr. Gusmanto and Mrs. Naslaeni, who always pray, support my success and advice me wisely.
2. My beloved sister, Dia Yuliya Sari and Maulia Seftiana who always gives support, motivation and prays to me.
3. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Erick Setiawan. He was born in Lahat on July 31, 1995. He is the third child of three children from a happy couple, Gusmanto and Naslaeni. He has two sisters namely, Dia Yulia Sari and Maulia Seftiana.

The writer began his study in SDN 01 Sukarame, Bandar Lampung and graduated from elementary school in 2007. In the same year, he entered junior high school in SMP PGRI 6 Bandar Lampung and graduated in 2010. After graduated from junior high school, he began his study in senior high school SMA Gajah Mada Bandar Lampung and finished in 2013. In 2014, he continued his study in State Islamic University of Raden Intan Lampung as a student of English education of Tarbiyah and Teacher Training Faculty.

While being a college student, the writer was a member of HMI (Himpunan Mahasiswa Islam). In the 5th semester of study, the writer studied how to make a proposal in research methodology subject, and studied of proposal seminar subject in the 6th semester. In the 7th semester, the writer had his Community Study Service (KKN) in Kekiling Penengahan, South Lampung. In the same semester the writer did his Field Teacher Training (PPL) in SMA Taman Siswa Bandar Lampung.

ACKNOWLEDGEMENT

Praise to be Allah, the almighty for the blessing given to her during his study and for completing this thesis. May peace and salutation always be with the prophet Muhammad who brings us from the darkness to the lightness. Besides, he is also grateful to many people to contributing their ideas and time given to his in completing this thesis entitled, "An Analysis of Students' Sub-Ordinate Conjunction Errors in Writing Recount Text at the Second Semester of The Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2018/2019.

This thesis is presented to the English Education Program UIN Raden Intan Lampung. The primary aim of writing this thesis to fulfill the requirement to obtain S1 degree. Therefore, the writer would like to thank the following people for their ideas, time and guidance in completing this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education study program UIN Raden Intan Lampung and the advisor who has patiently guided and directed the writer in improving her Thesis for its finalization.
3. Irawansyah, M.Pd, the co-advisor who has patiently guided and directed the writer in improving his Thesis until the completion of this thesis.
4. Maryadi Saputra, S.E., M.M as the headmaster Gajah Mada Bandar Lampung, the teachers and the English teacher, Muhammad Rizal, S.Pd.

for their guidance and support during the research and the students of SMA Gajah Mada Bandar Lampung especially class XI IPA 3 for their participation.

5. All lectures of English Departement of UIN Lampung, who have taugh the writer since the first year of his study.
6. My beloved friends: all friends of class E in English Education Department 2014 of UIN Raden Intan Lampung who cannot mentioned individually here.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis, I also welcome any criticisms and suggestions to improve my thesis. I hope that this thesis will be useful for me and the readers.

Bandar Lampung, 13 July, 2019
The Writer,

Erick Setiawan
1411040254

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CHAPTER I

INTRODUCTION

A. Background of the problem

Language is a means of communication. Through language people can express their ideas, thought and feelings, while Hornby states that language is a human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.[1] It means that language is very important for people to communicate in doing daily activities and making interactions to other people in their life.

English is one of the languages that is widely used by most people all over the world. It is considered as a medium of international communication that used in many fields, such as economy, politics, culture, trade and education.[2] English is one of international languages that is used and studied all over the world. As stated by Richards and Rodgers that today, English is the world's most widely studied foreign language.[3] English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

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[1] A.S Hornby, *Oxford Advanced Learners Dictionary (*Oxford: Oxford University Press, 1987,), p.437.

[2] Julian Edge, *Essentials of English Language Teaching* (New York: Longman Publishing, 1993), p.12.

[3] Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*(Cambridge: Cambridge University Press, 1986), p.3

In the process of language learning, there are four basic skills that should be mastered they are listening, speaking, reading, and writing.[4]Listening and reading are receptive skills.Therefore, speaking and writing are productive skills. Writing is a complex skill because when we write something, we should choose the words, arrange it into paragraph by our brain and then use our hand to write it. Moreover, Brown said that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive.[5]It means that everybody who wants to writer, he or she does not only think about what they will writer but they also must pay attention to the grammar.

Then, according to Susanto, writing as a process of expressing ideas or thoughts in words should be done at our leisure.[6]It means that writing is one way to express idea with enjoyable as long as we have the ideas and the means to achieve it. Writing is a process and that we write is often heavily influence by constraints of genres than these elements have to be present in learning activities.[7] In writing all of the components seem to support each other, if one the element is missing there will be no writing inthis case the comprehensible paragraph writing.

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[4]SanggamSiahaan, *Issues in Linguistics*(Yogyakarta: GrahaIlmu, 2008), p.215

[5]H. Douglas Brown, *Teaching by Principle Approach to Language Pedagogy*, Second Edition(California: Longman University Press, 2000) p. 337

[6]Leo Sutanto, *et al*, *English For Academic Purpose Essay Writing* (Yogyakarta: CV Andi Offset, 2007) p.1

[7]Jeremy Harmer, *How to Teach English* (New York: Pearson Education Limited, 2008) p. 86

Based on the journal research of Spelkova and Hurst about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill. In English, writing is essentially acreative process which involves students in a learning process, motivates, builds theirconfidence, gives them an opportunity to explore the language, to communicate and tolook for the best ways of self-expression.[8] In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skill for many people.

Besides, there are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres,Each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.[9] It means that there are many kinds of writing text, every text has differences each other's.Since writing is important, there are some types of text which are stated in syllabus for SMA students. One of them is recount text. Recount text has been taught at SMP and SMA grade ten, so that grade eleventh students of SMA are expected to be able to produce this text.

[8]Innelsa Spelkova and Nicholas Hurst, *Teachers' attitudes to Skill and writing Process in Latvia and Portugal*, Available on http://web,letras.up.pt/nrhurst/Writing %20Article%20for%20APPI%20Journal.pdf (access on Friday, October 26, 2018)

[9]Ken Hyland, *Teaching and Researching Writing*, Second Edition(London: Longman, 2009), p.15.

According to Djuharie, recount is an essay type wose content reports events, events or activities that befeel a person, or a persons's experience. The purpose of essay recount is to notify or entertaint.[10] It can be sayrecount text is a text to tell story about someone the purpose to entertain a reader or listener.According toBarwick, there are some language features in recount texts. They are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verb and adjective to show their feeling. Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events.[11] Due to the explanation fromexperts above, it can be concluded there are some language features of recount texts.They are focus on specific participant, usesimple past tense, use action verb, use linking verb, and use conjunction.

To become a good writer and writing with grammatical sentence, we have to pay attention to the components of writing. There must be an errors in writing. Teacher needs to overcome this problem by analyzing the error that students' made in writing.According to Richards, error analysis is an activity to reveal errors found in writing and speaking. Error analysis is also the study of errors made by the second foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b)

[10]OtongSetiawanDjuharie, *Essay Writing* (Bandung: Yama Widya, 2009) p. 171

[11]JohnBarwick, *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level* (Glebe: Blake Education, 1999), p. 6.

find out how a person learns a language, and (c) obtain information on common difficulties in language learning.[12]

Error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language. To analyze the students' error in writing, the writer used surface strategy taxonomy as the base for describing the classification of errors. Error analysis has many types; omission, addition, misformation, and misordering.[13] Frequently, these error types found in students' arrangement. And in order to make the students' arrangement to become better, the teachers have to explain the kind of error and how to overcome it.

The writer did the preliminary at the September 2018, When the writer did the preliminary research in SMA Gajah Mada Bandar Lampung, the writer interviewed the teacher andstudents. One of the interviewing questions that the writer asked to the teacher is "what are the problems faced by the students in learning writing recount text?" Based on the interview that the writer did to English teacher Mr.Rizal in the eleventh grade, he said that the students' problems in writingwere (1) the students find difficulties to use conjunction in writing recount text, (2) the students often did same mistake in grammatical and mention generic structure of written text.[14] The writer also asked the teacher about the students' English abilityespecially in writing. The

[12]Richards, J.C, *Errors Analysis: Persepectives on Second Language Acquisition*(London: Longman, 1974) p. 5

[13]Dulay. *Language Two*. (New York: Oxford University Press, 1982). p. 2-5

[14]Rizal, *Interview to English Teacher*, SMA Gajah Mada Bandar Lampung, Lampung, on Monday, 17th, September 2018, unpublished.

writer got that more than 63.15% of students of the eleventh grade who did not pass the minimum achievement criteria that the teacher expected. It is displayed in table 1.

Table 1
The Students' Score in Writing Recount Text at The Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2018/2019

No.	Score	Number of Students	Percentage
1.	< 67	168	**63.15 %**
2.	≥ 67	98	**36.85 %**
Total		**266**	**100%**

Source: Document of SMA Gajah Mada Bandar Lampung in 2018/2019

From the data in Table 1, it can be seen that from 266 students of the eleventh grade of SMA Gajah Mada Bandar Lampung, there were168students (63.15%) got score under 67. Because the minimum achievement criteria of English subject in the eleventh grade at that school was67. It was indicated that most of students still face difficulties in writing recount text.

Furthermore, the writer did not only interview the teacher, but also the writer interviewed some students of the Eleventh grade. Based on the result of interviewing some students, the writer found that the students had difficulties in writing with grammar correctly. So that, the students make errors during learning process.

According to Frank, subordinate conjunction introduces a clause that depends on main clause.[15] Besides that, Frank classifies the subordinate conjunctions based on meaning: subordinate conjunction of time, e.g. when,

[15] Marcella Frank, *Modern Englisha Practical Reference Guide* (New Jersey: Pearson Education, 1972) p. 218

while, after, before, sub ordinate conjunction of cause, e.g. because, since, as.[16] Seemingly, the students make errors in grammar, in this case they make errors particularly in using subordinate conjunctions when their write a recount text. Based on preliminary research,the writer found that the students' have lack knowledge in writing narrative text, especially inusing subordinate conjunction.

To know this, the writer did an observation of the writing task at the eleventh grade students of SMA Gajah Mada Bandar Lampung. This was done by the writer. The writer selected one of the student's task writing, it was found that all of subordinate conjunction used by the students were incorrect. For example :

1. *."when I back home from in the mall, I meet her she called my name "laras", and i hugged her and retel."*
2. *"Unfortunaty we can't ate on there beacused it closed. So we decided to ate at the other placed."*

From the first example of the incorrect sentences above, the students did not need to apply two coordinating conjunction "and" where there are already similar conjunction within them. This error breaks the rule which coordinating conjuncton "and" can only be applied ince in order to combine the ideas or items. In that sentence number 2, the student add suffix (-d) within subordinating conjunction "because". This is happened because the student thinks that since recount text is using past tense, so the word "because" must be changed into a past form. Because of that the student thinks that the past form of conjunction "because" is by adding (-d) in it. This is not right

[16]*Ibid*, p. 218.

because conjunction did not have any kinds of form, whether it is past, present, or future.

Realizing the fact mentioned, the writer interested to identify and classify the students' errror based on the surface strategy taxonomy because the students still make a lot of errors in using subordinate conjunction in their writing like adding words that is not necessary in the sentence, the error from the structure in the sentence, and ommited word in the sentence. In this research, the writer focused on the students' errors in using subordinate conjunction in writing recount text, because the students still make a lot of errors in write recount text with using subordinate conjunction based on the preliminary research that was conducted before and in this semester based on syllabus using recount text.

Based on the previous research was conducted by Kurniasih, it can be concluded that the tenth graders still face difficulty in learning English conjunction. From the analysis of the classification of the types of errors based on the surface strategy taxonomy, it was found that there were three types of errors with in the usage ofconjunction; they are errors of omission, errors of addition, and errors of mis-information. these kinds of errors are found in both types of conjunctions, wether in coordinating conjunction or in subordinating conjunction.[17]In the previous research Kurniasih analyzing of

[17]Esti Kurniasih, *Error Analysis of Conjunction Usage in Students' Written Recount, English Education*, Language and Art Faculty, State University of Surabaya, Retain. Volume 01 Nomor 01 Tahun 2014, 1 – 8, available on

the classification of three types of errors with in the usage ofconjunction; they are errors of omission, errors of addition, and errors of mis-information based on the surface strategy taxonomy. In this study, the writer will add a classification of four types of errors in the use of conjunctions namely omission errors, additions errors, mis-ordering errors and mis-information errors based on surface strategy taxonomy.

Based on the preliminary research, the writer found the cause of problem is that the students' writing recount text is still low. The students faced difficulties in writing with grammar correctly during writing recount text. So that, to find out the errors made by the students, the writer analyzed the errors, especially in using subordinate conjunction errors in writing recount text, because the students still make a lot of errors in writing recount text of subordinate conjunction usage.

Therefore, the writer conducted a research entitled: "An Analysis of Students' Subordinate Conjunction Errors in Writing Recount Text at the Second Semester of the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year 2018/2019."

B. Focus of the Research

In this research, the writer limited the research on analyzing the students' errors in using sub-ordinate conjunctions in their writingrecount text. In this

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http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/download/14218/12931, accessed on Wednesday, 27 March 2019.

case, the writer particularly analyzed the students' errors in using sub-ordinate conjunctionsin their recount text.

The reason of using sub-ordinate conjunction because it is more important than the other types and complete in analyzing students' works based on Djuharie and Barwick in recount text language features. This stands to reason for sub-ordinate conjunctions of this type play fundamental role in providing a necessary transition between the two ideas in the sentence and reducing the importance of one clause so that that a reader understands which of the two ideas is more important.

C. Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated into:

1. What are the subordinate conjunction errors made by the students?
2. How much percentage of subordinate conjunction errors made by the students in writing recount text?

D. Objective of the Research

Related to the problem formulated above, the objective of the research are:

1. To knowand to describe the subordinate conjunction errors made by the students.
2. To know and to describe the percentage of their subordinate conjunction errors in their writing recount text.

E. Significance of the Research

In the result of this research,it is expected that there would be some contributions as follows:

1. Theoretically Contribution

   For the theoretical contribution, the research can be used to enrich the literature and existing research on the analysis of student's subordinate conjunction errors in writingrecounttextgives a beneficial reference for future research.

   The resut of the research is expect to confirm and clarify the previous theories about the use of subordinate conjunctions and the further research is expected to add more theories related to errors analysis of subordinate conjunctions.

2. Practically Contribution

   For practical contribution, the results of this research is expect that the students can limit to making and causes of errors in subordinate conjunction in writingtext, especially recount text and the students can increase their writing ability.

   The use of the research is an input and information for the development of the quality of the students in using of subordinate conjunction in recount text. By reading the result of analysis in this paper, it is expected that the future research will conduct better analysis and explain more specific about the use of subordinate conjunction.

F. Scope of the Research

1. The Subject of Research

   The subject of the researchwasthe students in the second semester of the Eleventh Grade students of SMA Gajah Mada Bandar Lampung

2. The Object of the Research

   The object of the research was the students' sub-ordinate conjunction errors in writing recount text.

3. The Time of the Research

   The research was conducted at the second semester of the academic year of 2018/2019.

4. The Place of the Research

   The research was conductedat SMA Gajah Mada Bandar Lampung.

CHAPTER I

INTRODUCTION

A. Background of the problem

Language is a means of communication. Through language people can express their ideas, thought and feelings, while Hornby states that language is a human and non-intensive method of communicating ideas, feelings and desires by means of a system of sounds and sound symbols.[1] It means that language is very important for people to communicate in doing daily activities and making interactions to other people in their life.

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Then, according to Susanto, writing as a process of expressing ideas or thoughts in words should be done at our leisure.[6]It means that writing is one way to express idea with enjoyable as long as we have the ideas and the means to achieve it. Writing is a process and that we write is often heavily influence by constraints of genres than these elements have to be present in learning activities.[7] In writing all of the components seem to support each other, if one the element is missing there will be no writing inthis case the comprehensible paragraph writing.

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[4]SanggamSiahaan, *Issues in Linguistics*(Yogyakarta: GrahaIlmu, 2008), p.215

[5]H. Douglas Brown, *Teaching by Principle Approach to Language Pedagogy*, Second Edition(California: Longman University Press, 2000) p. 337

[6]Leo Sutanto, *et al*, *English For Academic Purpose Essay Writing* (Yogyakarta: CV Andi Offset, 2007) p.1

[7]Jeremy Harmer, *How to Teach English* (New York: Pearson Education Limited, 2008) p. 86

Based on the journal research of Spelkova and Hurst about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill. In English, writing is essentially acreative process which involves students in a learning process, motivates, builds theirconfidence, gives them an opportunity to explore the language, to communicate and tolook for the best ways of self-expression.[8] In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skill for many people.

Besides, there are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has a number of features which make it different to other genres,Each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.[9] It means that there are many kinds of writing text, every text has differences each other's.Since writing is important, there are some types of text which are stated in syllabus for SMA students. One of them is recount text. Recount text has been taught at SMP and SMA grade ten, so that grade eleventh students of SMA are expected to be able to produce this text.

[8]Innelsa Spelkova and Nicholas Hurst, *Teachers' attitudes to Skill and writing Process in Latvia and Portugal*, Available on http://web,letras.up.pt/nrhurst/Writing %20Article%20for%20APPI%20Journal.pdf (access on Friday, October 26, 2018)

[9]Ken Hyland, *Teaching and Researching Writing*, Second Edition(London: Longman, 2009), p.15.

According to Djuharie, recount is an essay type wose content reports events, events or activities that befeel a person, or a persons's experience. The purpose of essay recount is to notify or entertaint.[10] It can be sayrecount text is a text to tell story about someone the purpose to entertain a reader or listener.According toBarwick, there are some language features in recount texts. They are proper noun and pronoun to identify people, animal, or things. Then, the texts are written in past tense to retell past events. Writers can use varied action verb and adjective to show their feeling. Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events.[11] Due to the explanation fromexperts above, it can be concluded there are some language features of recount texts.They are focus on specific participant, usesimple past tense, use action verb, use linking verb, and use conjunction.

To become a good writer and writing with grammatical sentence, we have to pay attention to the components of writing. There must be an errors in writing. Teacher needs to overcome this problem by analyzing the error that students' made in writing.According to Richards, error analysis is an activity to reveal errors found in writing and speaking. Error analysis is also the study of errors made by the second foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b)

[10]OtongSetiawanDjuharie, *Essay Writing* (Bandung: Yama Widya, 2009) p. 171

[11]JohnBarwick, *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level* (Glebe: Blake Education, 1999), p. 6.

find out how a person learns a language, and (c) obtain information on common difficulties in language learning.[12]

Error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language. To analyze the students' error in writing, the writer used surface strategy taxonomy as the base for describing the classification of errors. Error analysis has many types; omission, addition, misformation, and misordering.[13] Frequently, these error types found in students' arrangement. And in order to make the students' arrangement to become better, the teachers have to explain the kind of error and how to overcome it.

The writer did the preliminary at the September 2018, When the writer did the preliminary research in SMA Gajah Mada Bandar Lampung, the writer interviewed the teacher andstudents. One of the interviewing questions that the writer asked to the teacher is "what are the problems faced by the students in learning writing recount text?" Based on the interview that the writer did to English teacher Mr.Rizal in the eleventh grade, he said that the students' problems in writingwere (1) the students find difficulties to use conjunction in writing recount text, (2) the students often did same mistake in grammatical and mention generic structure of written text.[14] The writer also asked the teacher about the students' English abilityespecially in writing. The

[12]Richards, J.C, *Errors Analysis: Persepectives on Second Language Acquisition*(London: Longman, 1974) p. 5

[13]Dulay. *Language Two*. (New York: Oxford University Press, 1982). p. 2-5

[14]Rizal, *Interview to English Teacher*, SMA Gajah Mada Bandar Lampung, Lampung, on Monday, 17th, September 2018, unpublished.

writer got that more than 63.15% of students of the eleventh grade who did not pass the minimum achievement criteria that the teacher expected. It is displayed in table 1.

Table 1
The Students' Score in Writing Recount Text at The Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year of 2018/2019

No.	Score	Number of Students	Percentage
1.	< 67	168	**63.15 %**
2.	≥ 67	98	**36.85 %**
Total		**266**	**100%**

Source: Document of SMA Gajah Mada Bandar Lampung in 2018/2019

From the data in Table 1, it can be seen that from 266 students of the eleventh grade of SMA Gajah Mada Bandar Lampung, there were168students (63.15%) got score under 67. Because the minimum achievement criteria of English subject in the eleventh grade at that school was67. It was indicated that most of students still face difficulties in writing recount text.

Furthermore, the writer did not only interview the teacher, but also the writer interviewed some students of the Eleventh grade. Based on the result of interviewing some students, the writer found that the students had difficulties in writing with grammar correctly. So that, the students make errors during learning process.

According to Frank, subordinate conjunction introduces a clause that depends on main clause.[15]Besides that, Frank classifies the subordinate conjunctions based on meaning: subordinate conjunction of time, e.g. when,

[15]Marcella Frank, *Modern Englisha Practical Reference Guide* (New Jersey: Pearson Education, 1972) p. 218

while, after, before, sub ordinate conjunction of cause, e.g. because, since, as.[16] Seemingly, the students make errors in grammar, in this case they make errors particularly in using subordinate conjunctions when their write a recount text. Based on preliminary research,the writer found that the students' have lack knowledge in writing narrative text, especially inusing subordinate conjunction.

To know this, the writer did an observation of the writing task at the eleventh grade students of SMA Gajah Mada Bandar Lampung. This was done by the writer. The writer selected one of the student's task writing, it was found that all of subordinate conjunction used by the students were incorrect. For example :

1. *."when I back home from in the mall, I meet her she called my name "laras", and i hugged her and retel."*
2. *"Unfortunaty we can't ate on there beacused it closed. So we decided to ate at the other placed."*

From the first example of the incorrect sentences above, the students did not need to apply two coordinating conjunction "and" where there are already similar conjunction within them. This error breaks the rule which coordinating conjuncton "and" can only be applied ince in order to combine the ideas or items. In that sentence number 2, the student add suffix (-d) within subordinating conjunction "because". This is happened because the student thinks that since recount text is using past tense, so the word "because" must be changed into a past form. Because of that the student thinks that the past form of conjunction "because" is by adding (-d) in it. This

[16]*Ibid*, p. 218.

is not right because conjunction did not have any kinds of form, whether it is past, present, or future.

Realizing the fact mentioned, the writer interested to identify and classify the students' errror based on the surface strategy taxonomy because the students still make a lot of errors in using subordinate conjunction in their writing like adding words that is not necessary in the sentence, the error from the structure in the sentence, and ommited word in the sentence. In this research, the writer focused on the students' errors in using subordinate conjunction in writing recount text, because the students still make a lot of errors in write recount text with using subordinate conjunction based on the preliminary research that was conducted before and in this semester based on syllabus using recount text.

Based on the previous research was conducted by Kurniasih, it can be concluded that the tenth graders still face difficulty in learning English conjunction. From the analysis of the classification of the types of errors based on the surface strategy taxonomy, it was found that there were three types of errors with in the usage ofconjunction; they are errors of omission, errors of addition, and errors of mis-information. these kinds of errors are found in both types of conjunctions, wether in coordinating conjunction or in subordinating conjunction.[17]In the previous research Kurniasih analyzing of

[17]Esti Kurniasih, *Error Analysis of Conjunction Usage in Students' Written Recount, English Education*, Language and Art Faculty, State University of Surabaya, Retain. Volume 01 Nomor 01 Tahun 2014, 1 – 8, available on

the classification of three types of errors with in the usage ofconjunction; they are errors of omission, errors of addition, and errors of mis-information based on the surface strategy taxonomy. In this study, the writer will add a classification of four types of errors in the use of conjunctions namely omission errors, additions errors, mis-ordering errors and mis-information errors based on surface strategy taxonomy.

Based on the preliminary research, the writer found the cause of problem is that the students' writing recount text is still low. The students faced difficulties in writing with grammar correctly during writing recount text. So that, to find out the errors made by the students, the writer analyzed the errors, especially in using subordinate conjunction errors in writing recount text, because the students still make a lot of errors in writing recount text of subordinate conjunction usage.

Therefore, the writer conducted a research entitled: "An Analysis of Students' Subordinate Conjunction Errors in Writing Recount Text at the Second Semester of the Eleventh Grade of SMA Gajah Mada Bandar Lampung in the Academic Year 2018/2019."

B. Focus of the Research

In this research, the writer limited the research on analyzing the students' errors in using sub-ordinate conjunctions in their writingrecount text. In this

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http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/download/14218/12931, accessed on Wednesday, 27 March 2019.

case, the writer particularly analyzed the students' errors in using sub-ordinate conjunctionsin their recount text.

The reason of using sub-ordinate conjunction because it is more important than the other types and complete in analyzing students' works based on Djuharie and Barwick in recount text language features. This stands to reason for sub-ordinate conjunctions of this type play fundamental role in providing a necessary transition between the two ideas in the sentence and reducing the importance of one clause so that that a reader understands which of the two ideas is more important.

C. Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated into:

1. What are the subordinate conjunction errors made by the students?
2. How much percentage of subordinate conjunction errors made by the students in writing recount text?

D. Objective of the Research

Related to the problem formulated above, the objective of the research are:

1. To knowand to describe the subordinate conjunction errors made by the students.
2. To know and to describe the percentage of their subordinate conjunction errors in their writing recount text.

E. Significance of the Research

In the result of this research,it is expected that there would be some contributions as follows:

1. Theoretically Contribution

   For the theoretical contribution, the research can be used to enrich the literature and existing research on the analysis of student's subordinate conjunction errors in writingrecounttextgives a beneficial reference for future research.

   The resut of the research is expect to confirm and clarify the previous theories about the use of subordinate conjunctions and the further research is expected to add more theories related to errors analysis of subordinate conjunctions.

2. Practically Contribution

   For practical contribution, the results of this research is expect that the students can limit to making and causes of errors in subordinate conjunction in writingtext, especially recount text and the students can increase their writing ability.

   The use of the research is an input and information for the development of the quality of the students in using of subordinate conjunction in recount text. By reading the result of analysis in this paper, it is expected that the future research will conduct better analysis and explain more specific about the use of subordinate conjunction.

F. Scope of the Research

1. The Subject of Research

   The subject of the researchwasthe students in the second semester of the Eleventh Grade students of SMA Gajah Mada Bandar Lampung

2. The Object of the Research

   The object of the research was the students' sub-ordinate conjunction errors in writing recount text.

3. The Time of the Research

   The research was conducted at the second semester of the academic year of 2018/2019.

4. The Place of the Research

   The research was conductedat SMA Gajah Mada Bandar Lampung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Error and Mistakes

Literally, error means something done wrong or mistake. Errors are flawed side of learner speech and writing. They are parts of conversation or composition that deviate from some selected norm of mature language performance. Teachers and mothers who have waged long and patient battled against their students or language errors have come to realize that making error are an inventible part of learning. People cannot learn language without first systematically committing errors.[1]

According to Brown, error is noticeable deviation from the adult grammar or a native speaker reflecting the inter language competence of the learner, while mistake refers to performance factor such as: memory, limitation, spelling, fatigue and emotional strain. He also identifies that error is a result from lack of knowledge of the rules of the language.[2] In Performance errors is called mistake, when the term error is reserve for the systematic deviation due to the learner is still developing the second language system.[3]

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[1]HeidyDulayet. al, *Language Two* (New York: Oxford University Press, 1982) p. 138

[2]H. Douglas Brown, *Principle of Language Learning and Teaching Eagle Wood Cliff (*New York: Prentice Hall, 1980) p. 258

[3]J.C. Richard, *Error Analysis Perspective on Second Language Acquisition* (London: Longman Group, 1974) p. 25

Error and mistake theoretically are two different phenomena. An error is caused by the lack knowledge of the language rules, while mistake is the result of imperfection in producing speech due fatigue, intention and slip factor. So, the different between error and mistake is that error is ungrammatical utterance which refers to language competence, and mistake is imperfectness of utterance which refers to language performance. Meanwhile according to Dullay*et.al.,* the distinction between performance error (mistake) and competence error (error) is extremely important, but it is difficult to determine the nature of a deviation without carefully analysis. Therefore, they define error as the deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.[4]

In conclusion, errors and mistakes in this research are not differentiated. Hereby, error is taken as any deviation in using sub ordinate conjunction in recount text writing regardless of the possible causes.

1. Error Taxonomies

Taxonomy of errors is a branch of science that classifies types of errors. These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which is affected by the error. This taxonomy concentrates on the ways in which surface structures are altered. Dulay *etal* divide errors into the following catagories:

[4]Dulay, *Et al, Op. Cit.,* p.140

a. omission

b. addition

c. misformation

d. misordering[5]

From the explanation above, the researcher concludes that there are four error taxonomy categories namely omission, addition, misformation, and misordering. These errors have its own characteristic, those characteristics and explanation will be described on the surface structure taxonomies including the example.

2. Surface Structure Taxonomies

Errors can occur because of change in surface structure in specific and systematic ways. Based on this taxonomy, there are four ways in which learners "modify" target forms in specific and systematic ways:

a. Omission

Learners in the early stages of learning tend to omit fucntion words rather than content words. Many advance learners tend to be aware of their ignorance of content words and rather than omit one, they resort to compensatory strategies to express their idea. For example, "*be*" is left out in the sentence "*my sisters very preety*". Another example is "*she secretary*" the grammatical morphemes *is* and *a* are omitted.

[5]Dulay, *Et al, Op. Cit.,* p.155.

b. Addition

In simply word, addition is the presence of an extra item which must not be present in a well formed utterance. This manifestation of error is the result of all-too-faithful use of certain rules. There are three subtype:

- regulation, which involves overlooking exception and spreading rules to domains where they do not apply. Example producing "*buyed*" for "*bought*" or "*eated*" for "*ate*".
- double marking, defined as failure to delete certain items which are required in some linguistic construction but not in others.
- simple addition (additions not recognized as regulation or double marking).

c. Misformation

It is as use of the wrong form of a structure or morpheme, including the sub-categories of:

- regularization.
- archi-form.
- alternative forms.

For instance, in the sentence "*I understanded* the course" (this is an irregular verb, past tense is misformed. It should be "*I understood* the course".

d. Misordering

This category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order. We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed. Misordering is often the result of learners relying on carrying out "*word for word translations of native language surface structure*". Another example "*I get up at 6 o'clock always*", where always is misordered. In English, adverbs of frequency are positioned immediately before the verb. So, it should be written "*I always get up at 6 o'clock*.[6]

Based on the kind of errors above, the researcher concludes that we have to pay attention to the error in sentence, because it could have bad effect to the communication and it sounds weird to be heard. To be good writer, the sentence must be perfect not only understandable. If the context is speaking, it may be fine to talk in ungrammatical sentence as long as the receiver catch the meaning.

B. Concept of Error Analysis

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Studying error serves two major purposes: it provides data from which inferences about the nature of

[6]Dulay.*Et al., Op. Cit*., p.156

the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error type distracts most from a learner's ability to communicate effectively.[7] This errors and that case should support the teacher of foreign language to realize that errors made by the learner in the process of constructing a new system of language need to be analyzed carefully.

The study of errors is called error analysis. This fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of learners' error called error of the target language learning. However, Jain in Richards writes: "the realization that the second learners' errors are potentially important for the understanding of the process of SLA (second language acquisition).[8]

From the explanation above, the writer concludes that error analysis is the study of error which make by learners in learning process. The teacher should pay attention to the errors that learners do, because it can affect to the meaning of language. These errors can be observed, analyzed, and classified to reveal something of the target language learning.

[7]Dulay.*Et al.*, *Op. Cit*., p.138
[8]Jack. C. Richard, *Op. Cit.*, p.189

C. Description of Errors

Brown states that errors can be described as errors of addition, omission, substitution, and ordering. In English "do" auxilary might be added (Does can he hinge?), a definite article omitted (I went to movie), an item substituted (I lost my road), or a word order confused (I to the store went). But such categories are clearly very generalized. Within each category, level of language can be considered: phonology or orthography, lexicon, grammar, and discourse.[9]

It means that the description of error can be described into four categories namely addition, omission, substitution, and ordering. Each kind of errors have differences. For example in the description of error subtituted, there is sentence "I lost my road". This is error because it should be "I lost my way". The word "road" does not suitable to the context, therefore it should be changed into "way".

There is an error in a word order confused from the sentence "I to the store went", it is an error sentence, because it should be written "I went to the store". These errors are general. There are errors that more specific such as in learning phonology or orthography, lexicon, grammar, and discourse.

1. Errors Detection

Error detection forms a subset of the section on correct sentence, it forms a subsection of the reading comprehension. The main aim of error

[9]Brown H. Douglas,*Op, Cit*,p.173.

detection is to be able to identify sentences that can be corrected or that need correction. A sentence is defined as a collection of words that have a meaning. In the English language, the sentence usually follow a grammatical structure of subject followed by the verb and then the object.

We shall begin with examples:

Q 1 : People (1) are believing/ (2) in the medicine that/ the government dispensaries (3) have.

Answer : In these questions, the sentences have been split into sections with the help of slashes. One or more of these section and pick the number for the section. The correct sentence can be written as "people believe in the medicine that the government dispensaries have. So, the correct option is A (1).[10]

Based on the theory above, the researcher concludes that error detection aims to detect an error in a sentence, because we cannot write ungrammatically in order to avoid misunderstanding. A sentence cannot be said good if it does not have meaning.

2. Locating Errors

Locating error is about the placement of a characteristic in English based on the rules. For example in speaking, according to Roach that in speaking English incorrect stress placement is a major cause of intelligibility problems for foreign learners (for example Indonesians),

[10]Eli Heinkel, *New Perspective on Grammar Teaching in Second Language Classroom*, (Lawrence Elbaum), 2001,p.98.

and therefore stress placement become a subject that needs to be treated very seriously.It also happens to writing case, in writing if the placement of sentence is incorrect then the meaning cannot be understood. If the English speakers put stress in wrong syllable, then the word will not be understood by listener, even misinterpreting.[11]

It means that the statement above shows us how important to put the word in correct place. But in reality, there are many learners who have studied English that do not know about placement and also the function of it. To convey the word meaning and class of word in speaking so they only focus on how to pronounce the word correctly without need a correct stress placement.

It similar to the writing, in writing there are rules of grammar which should be followed. Below the example of error placement generally:

a. Omit a word (omission)

   She entered to the university (incorrect)

   She entered the university (correct)

b. add a word (addition)

   I want go to the zoo (incorrect)

   I want to go to the zoo (correct)

c. word order (misordering)

   I saw five times that movie (incorrect)

[11]Roach P, *English Phonetics and Phonology: A Practical Course*, (Cambridge: University Press), 2009,p.9.

I saw that movie five times (correct)

d. word-form (misformation)

I saw a beauty picture (incorrect)

I saw a beautiful picture (correct)[12]

3. Describing errors

There are several types of errors in English namely syntax errors, phrase structure errors, clause errors, sentence errors, and discouse errors. Below the description of error which describes specifically:

1. Syntax error

   Syntax is the "mechanics" in writing. It is mainly a grammatical function, involving correct use of sentence structure.[13]

   Example of syntax error:

   'The cat sat on the mat' starts with the subject. Syntax is derived from the subject, the cat. So the syntax here is:

   a. Subject *the cat* (the word *the* is used to indicate a single subject in syntax).
   b. Action verb (past tense) *sat*.
   c. Indicator/qualifying word *on*.
   d. object the *mat*.

   Example of converting syntax in a sentence:

[12]*Ibid*.
[13]*Ibid*.

From the sentence "I say these are wrong socks". It converting into correct syntax, below the description of converting syntax:

a. The use of plural '*these*' converts the rest of the sentence into a plural syntax, using the word '*are*'.
b. The initial pronoun and verb, '*I say'* is not the subject or part of the syntax for the rest of the sentence.
c. Leave out the '*I say'* and changing into '*these are the wrong socks'*. This is correct syntax.

2. Phrase structure error

The differences between Indonesian and English appear in the structure of phrase. Frank says that phrase is the structure of the head and its modifiers. In English there are many rules to obey in constructing phrases, like the rule of post and pre modifiers or sequence of modifier.[14]

In English the head of noun phrase comes after the modifier. eg. "*A good book* or *a beautiful woman*". From the example, it can be seen that nouns "*book*" and "*woman*" work as the head of noun phrase following the adjectives "*a good* and *a beautiful*". This is because the rule of constructing noun phrase says that the head of noun phrase must come after its modifier in that situation. The sentence cannot be written "*a book good* or *a woman beautiful*" that is an error of

[14]Frank Marcella, *Modern English*, (USA: Prentince-Hall), 1972,p.388.

phrasestructure in English but correct in Indonesian structure which means "*sebuah buku bagus* dan *seorang wanita cantik*.

3. Clause error

A clause is a group of words including a subject performing the action of a verb.There are two kind of clauses; independent and dependent clause.Independent clause is a clause that could stand alone as a sentence, it expresses a complete thought. Dependent clause is a clause that could not stand alone as a sentence, it does not express complete thought.

When you connect two clauses, it is important to use the correct punctuation. To connect two independent clauses you have two choices. First, you could use a semicolon or a period to directly connect the two clauses. Alternately, you could use a comma with coordinating conjunction. A coordinating conjunction joins two independent clauses. There are seven coordinating conjunctions; for, and, not, but, or, yet, so.

Example:

"*Alexander Hamilton married Elizabeth, she was the daughter of revolutionary war hero Philip Schuyer*".

Become:

"*Alexander Hamilton married Elizabeth and she was the daughter of revolutionary war hero Philip Schuyer*".

Explanation:

Here we have two independent clauses, but they are joined with a comma. No good. This is called a comma splice. To fix this, we could replace the comma with semicolon or a period, add a coordinating conjuction to connect two independent clause, or change one of the independent clause to a dependent clause. Either is fine.[15]

4. Sentence error

Sentence error is an error in sentence structure. Students commonly make three kinds of sentence structure errros; fragments, run-ons, and comma splices.

a. Fragments

Fragments are incomplete sentence. Frequently they consists of a subject without the predicate.

example: "*the child who has a rash*". This sentence could be fixed by removing 'who' "*the child has a rash*". Another error sentence is "*since the drugs have many side effects*". This could be fixed by removing 'since' "*the drugs have many side effects*". There is another alternative by adding a predicate, so the sentence become "since the drug have many side effects, the patient should be monitored".

b. Run-ons

[15]Norrish J, *Language Learning and Their Errors*, (London: Macmillan Publisher Ltd), 1987,p.42.

Run-ons are two independent clause which are not joined in a grammaticall correct manner.

example: "*the doctor performed the operation the patient dead*".

This could be fixed by adding conjunction "*after the doctor performed the operation, the patient dead*".

c. Comma splices

Comma splices are two independent clauses that are joined by a comma, which is not a grammatically acceptable way to join independent clauses.

example: "*the doctor performed the operation, the patient dead*".

This could be fixed by adding conjunction "*although the doctor performed the operation, the patient dead*".[16]

5. Discourse error

Discourse is semantic unit and it is not a grammatical unit larger than sentences. McCarthy indicates discourse analysis is concerned with the study of the relationship between language and the context in which is it is used. Discourse errors are more serious than any other errors at different levels, because they may result in failure of communication, misunderstanding and culture shock.

[16]Alyx Melizer, *A Journal of Errors in Sentence Example and Explanation*, Fall, 2009.p.1.

Discourse errors are analyzed at micro-level, cohesion. Cohesion errors consists of four aspects: reference, conjuction, subtitution, and elipsis. Example:

a. Reference error

"*As a student, we should lay importance on the study than anthing others*". This sentence part "*anthing others*" should be changed into "*anything else* or *any other things*".

b. Conjunction error

"*I do not think surfing on the cellphone alienates ourselves from others. On the contrary, it could make us closer to each other*".

"*On the contrary*" is used to express contrasive meaning that is very different to what has just been said before. There is no contrast between the two ideas, so "*on the contrary*" is misused here. That is a sentence where adversatives are used in the situation no conjuction or additive might have been proper.

c. Subtitution and elipsis errrors

"*On valentine's day, we can enjoy the love air everywhere, while in other days, we do not have one*".

The "*one*" cannot replace "*air*", because "air" is an uncountable noun, which should be replaced with "*any*" instead of "*one*".[17]

[17]Baker Paul, *Key Terms in Discourse Analysis*, 1st Edition, (London: Bloomsbury Academic), 2013,p.85.

4. Error Classification

There are four useful and commonly used taxonomies in analyzing errors made by the students, based on descriptive classification of Dulay, *et.al.*,

1. Linguistic Category Taxonomy

   Linguistic category taxonomy classifies errors according to either or both the language component at the particular linguistic constituent the error affects.[18] The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

2. Surface Category Taxonomy

   Surface Strategy Taxonomy highlights the way surface structures are altered: in systematic and specific ways students error in this type are based on some logic as the result of some types errors, such as addition, omission, misformation, misordering.[19] Generally, each taxonomy has its own unique feature and way of classification. But the writer analyzed the error only based on one taxonomy, it is surface strategy taxonomy. This taxonomy becomes focus since Dulay*et.al.*, says that it highlight the surface structures are altered, student may omit necessary items or add unnecessary ones, they may misform or misorder them.[20] In the words, they also focus on aspects on the error themselves and emphasized on analyzing the ways surface are changed.

[18]Dulay, *Et al*., *Op, Cit.,* p. 146
[19]*Ibid.*, p. 150
[20]*Loc.Cit*

3. Comparative Taxonomy

Comparative Taxonomy is the classification of errors based on comparison between the structure of L_2 errors and certain other types of construction.[21] This used as a major predictor of students' errors and knowledge of developmental processes in learning. Comparative Taxonomy into four types: developmental errors, interlingual errors, ambiguous and other errors.

4. Communicative Effect Taxonomy

Communicative Effect Taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication.[22] This taxonomy classifies errors in two types: global errors and local errors.

D. Concept of Surface Strategy Taxonomy

Surface Strategy Taxonomy highlights the way surface structures are altered: in systematic and specific ways students' error in this type are based on some logic as the result of some types errors, such as addition, omission, mis formation, mis ordering.[23]

1. Omission

According to Dulay*et.al.*, Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.[24] This

[21]*Ibid.*, p. 163
[22]*Ibid.*, p. 189
[23]*Ibid.*, p. 150
[24]*Ibid.*, p. 154

statement can be implied that omission error happened in missing particular morpheme or word in well-form of the sentence.

For example:

a. Maria was very sad. She can not go to the party. (Incorrect)

b. Maria was very sad because she cannot go to the party. (Correct)

2. Addition

Addition is the opposite of omission errors. Dulay*et., al* states that addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L_2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.[25] This infers that addition error happened in presenting item of the morpheme or word that must not be present in well form of the sentence.

For example:

a. She never saw him again <u>when after</u> he left town. (Incorrect)

b. She never saw him again <u>after</u> he left town. (Correct)

3. Misformation

According to Dulay*et.al*,mis formation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is no supplied at all, in mis formation errors the learner

[25]*Ibid.*, p. 156

supplies something, although it is incorrect.[26] There are three types of mis formation, they are:

a. Regulation errors

Errors that belong to this category are in which a regular marker is used in place of an irregular one and commonly in comprehension of grammar. But in this case, it cannot be used to sub-ordinate conjunction. For example:

Regular : Don *allowed* Fred to stay.
Irregular : Don *promised* Fred to stay.
Erroneous : It is easy for John to see
Correct : It is easy to see John

b. Archi-form

The selection of one member of a class of forms to represent others in the class is a common characterized of all stages of second language acquisition. The form selected by the students called an "archi-form". It also cannot be used to sub-ordinate conjunction. For example:

1. I finish to watch TV.
2. She suggested him to go.

c. Alternating forms

As the learner's vocabulary and grammar grow, the use archi-forms often gives way to apparently fairly free alternation of various members of a class with each other.

For example:

1. I seen her yesteday.

[26]*Ibid.*, p. 158

2. He would have saw them.

4. Misordering

The fourth type of error based on Surface Strategy Taxonomy is mis ordering errors. Dulay*et.al.*, states that mis ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.[27] So, mis ordering errors appears when the learners misplace the word, morpheme or group of morphemes in the sentence.

For example:

a. I get up after I brush my teeth. (incorrect)

b. After I get up, I brush my teeth. (correct)

Analyzing errors from a surface strategy taxonomy perspective hold much premise for writer concerned with identifying cognitive processes that underline the learner's reconstruction of the new language it also makes us aware that the learner's errors are based on the logic. They are not the result of laziness or sloppy thinking, out of the learner's use of interim principle to produce a new language.

E. The Importance of Error Analysis

The study of error analysis takes a new importance and has its significance. Concerning the use of error analysis, Richards states the significance of learners' errors: A learner's error, then provide evidence of the system of the language that he is using (i.e. has learned) at a particular

[27]*Ibid.*, p. 162

point in the course. They are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goals the learner has progress, and consequently, what remains for him to learn. Second, they provide to the writer evidence of how language is learned and acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly, they indispensable to the learner use in order to learn.[28]

Referring to the statement above, it can be said error analysis is important both for the teachers and the students. Error analysis provided a chance for the teachers to observe and investigate how language is learned and acquired by the learners. While for the students, error analysis can become a device to check their strength and weakness in studying a foreign language. In short, error can become a positive aid to learn and my actually be a necessary part of learning a language and that it helps teachers see how learners process the foreign language and develop underlying systems of the rules.

Seeing the importance of error analysis mentioned above, the writer would like to say that the study of error or error analysis will contribute many useful things in language teaching. At least, by using this research, the teachers of English will be able to measure and how far the materials have been mastered by the learners, which have not been effectively taught and which teaching should be improve.

[28]Jack. C. Richard,*Op. Cit.*,p. 25

F. Concept of Writing

Writing is an appropriate for such learners.[29] According to Siahaan, "the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. His skill is also realized by his or her ability to apply the rules of the language he is writing to transfer the information he has in mind to his readers effectively.[30]

According to Susanto, writing as a process of expressing ideas or thoughts in words should be done at our leisure.[31] Then, Raimes states that writing also involving thinking. In addition, the close relationship between thinking and writing make writing as a valuable part of any language course.[32]Meanwhile Brown states that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive.[33]

In other words, it can be said that writing is a way in searching an effective way to express someone's feelings or thought. In summary, writing is an activity of transferring the writers' thought on pieces a books and writing can be enjoyable as long as there are ideas and the means to achieve it. Harmer states that writing cannot be produced instantly; it needs process-that is stages a writer goes through in order to produce something in final

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[29]Jeremy Harmer, *How to Teach English* (New York: Pearson Education Limited, 2007) p. 79

[30]SanggamSiahaan, *The English Paragraph* (Yogyakarta: GrahaIlmu, 2008) p. 2

[31]LeoSutanto, *et al*. *English for Academic Purpose Essay Writing* (Yogyakarta: CV. Andi Offset, 2007) p. 1

[32]Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983) p. 3

[33]H. Douglas Brown, *Teaching by Principle Approach to Language Pedagogy*, SecondEdition (Longman, California, 2000) p. 337

writing form. This process may, of course be affecting by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, reports, novels) and the medium it is writing (pen and paper, computer word file, live chat)[34]. There are four steps of any kinds of writing:

1. Planning → plan what they are going to write (about main issue, the choice of language, and the content of the structure).
2. Drafting → doing a first draft from beginning to end, without going back (use the idea for draft).
3. Editing → proofreading for grammar, spelling, punctuation, diction, sentences and paragraph structures.
4. Final version → edited their draft, making the changes they consider to be necessary; they produce their final version.[35]

It can be concluded that writing is important skills that should be learned by the students. Besides that, there are four basic steps in writing English that should be mastered. So, it will be better for the learners to master it well. From the statement above, the writer concludes writing is process of expressing idea or thought in words should be done at our leisure as the way sending message or information must have the purpose to make the readers easy to understand it.

[34]Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004) p.4
[35]*Ibid*, p. 5

G. Concept of the Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.[36] It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.[37] It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences. According to Djuharie, there are many types of text.[38]

1. Descriptive

   Descriptive text is a text that describes a particular person, place or thing. The purpose of the text is to describe people, place or something in specific. The following is the generic structure of descriptive text:

   a. Identification, it is identifying that subject or object to be described.

   b. Description, it gives information about the characteristics of an object.

2. Report

[36]Mark Anderson, Kathy Anderson, *Text Type in English (*South Yarra: Macmillan Education Australia,1997), p.1.

[37]Ken Hyland, *Teaching and Researching Writing*, Second Edition(Edinburgh Gate: PearsonEducation Limited, 2009), p.8.

[38]OtongSetiawanDjuharie, *Essay Writing* (Bandung: CV. YramaWidya, 2009) p. 153

Report is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something. Report text usually found or presented in journals, diary, personal letter, or biography. The organization of report text as follows:

a. General classification, it introduces the topic of the report, general declaration of the report and the classification.
b. Description, it gives the information about characteristic of the topic.

3. Procedure

It is a text that tells about how to make something or how to do something. It gives an instruction about the steps to do something. The text organization as follows:

a. Goal, it is a purpose of doing instruction
b. Materials, it is ingredients, or equipment
c. Steps, it is a set of instruction.

4. Explanation

The function of explanation text is to explain the process something, theory or culture phenomena. Explanation text also can used to describe or indicate the function of thing or equipment. The generic structures of explanation text are:

a. General Statement
b. An explanation about the process or how something occurs
c. Closing.

5. Hortatory Exposition

The purpose of hortatory exposition text is persuading the readers or listeners that something should or should not be the case. The generic structures are:

a. Thesis, it is about stating an issue of concern
b. Argument, it gives reason for concern
c. Recommendation, stating what ought or ought not to happen.

6. Review

The social function of review text is to give a critique an art work. The generic structure of review text as follows:

a. Orientation, background information of the text
b. Interpretative recount, concluding statement
c. Evaluation, summary of art works including character and plot
d. Evaluative summation, the last opinion about the appraisal or punch line of the art work being criticized.

7. Narrative

Narrative text is a story or imaginary experience, and it has purpose to give entertain to the readers. It has generic structure as follows:

a. Orientation, who was involved, when and where was it happened
b. Complication/crisis, it is a problem or conflict
c. Resolution, it provides solution to the problem
d. Coda

8. Spoof

   Spoof has social function of spoof is to tell an event something happens in real life to amuse the reader and sometime ended by aa humorous twist. The organization the spoof text as follows:

   a. Orientation, it is the beginning of the story, tell about shape, place and the time.
   b. Events, it tells what happened in that story
   c. Twist, it provides that funniest part of the story.

9. Recount

   Recount text is the text that tell event in a form of sequences to give information or amuse the readers. The generic structures are:

   a. Orientation, it is the beginning of the story, tell about shape, place, and the time.
   b. Event, it tells what happened in that story
   c. Re-orientation, it is the end of the story.

10. Anecdote

    Anecdote is such a recount text, that is report an event or experience, but in the end of the story, it has funniest case. The organization of this text as follows:

    a. Abstract
    b. Orientation, it is the beginning of the story, tell about shape, place and time.
    c. Events, it is telling what happened in that story

d. Crisis, there is problem in this section

e. Reaction, it is an action from the problem

f. Coda, it is the changing of the shape and message from the story

g. Re-orientation, it is the concluding of the story.

11. News Item

This is text that informs readers or listeners about events of the day which are considered newsworthy or important. The generic structure of it as follows:

a. Newsworthy events, it is the content of event

b. Backgrounds of events, elaborate what happened and what caused the event

c. Sources, it is comments by participant

d. Crisis, there is a problem in this section.

12. Analysis Exposition

Social function of it is to give the readers an argument or opinion from writer about the topic. The organization of it as follows:

a. Thesis, it usually includes a preview argument or opinion

b. Arguments, it consists of a point and elaborate sequence reiteration, testate the position more forcefully.

In this research, the writer focused to the recount text. Recount text is a story personal experience, and it has purpose to give entertain to the readers. It means that in recount text the writer should be able to make entertain the readers. Recount text as the form of writing that will be analyzed because this

kind of writing form is concluded as the material should be learned by the students for the eleventh grade. Moreover, the students have already learned about it, so that the writer will be easier to find out the subordination conjunction errors in their recount text.

H. Concept of Recount Text

Emilia said that retells events for the purpose of informing or entertaining. Events usually arranged in temporal sequence.[39] Besides that, according to Djuharie, recount text is a type of essay whose content reports events, events, or activities that be feel a person or a person's experience. The purpose of essay recount is to notify or entertain.[40] It is to show how someone or category respond and give an opinion of the thing, and to entertain to reader or listeners, to make them interest of the story experience of the author.

From the statement above, it can be said recount text is to tell story about person's experience to entertain the reader and to make them interest about the story. Then recount text, can make students' express what they feel what they see or what they perceive in past time. Recount text is to tell story about experience of the author was the pas.

1. Generic Structure:
    a. Orientation → introduction or opening the form of the introduction of figures, time and place.
    b. Events → sequence of events

[39]Emi Emilia, *Op. Cit*., p.91
[40]Otong Setiawan Djuharue, *Op. Cit.*, p.171

c. Reorientation → closing, expression of showing events activities done.

d. Personal comment of the event expressed, is optional

2. Essay recount often use certain language elements:

a. Nouns certain as pronouns people, for example OtongSetiawan, SeanuPrabu, RatuKadita, Eha, Djuharie, dsb.

b. Individual participant, focused on the story of participants (actor) specific certain.

c. Past tense, using past tense verbs, for example *went*, *ran*, *ate*. Etc.

d. Time connective and conjunction to sort events, for example after, before, soon,then,after that, etc.[41] Based on the Barwick, conjunction (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.[42]

e. Action verbs, a verb denoting an event or activity, for example stayed, climbed, killed, etc.

f. Adverbs and adverb phrases to show the place, time, and the way, for example yesterday, last week, at home, slowly, carefully, etc.[43]

3. Recount generally to have the kinds, namely:

a. Personal Recount: Retelling experience, which the author feels directly

[41]OtongSetiawanDjuharie, *Essay Writing* (Bandung: YramaWidya, 2009) p. 17

[42]JohnBarwick, *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level* (Glebe: Blake Education, 1999), p. 6.

[43]Djuharie, *Loc. Cit.*, p. 171

b. Factual Recount: Recounts events or incidents such as news stories, accident reports
c. Imaginative Recount: Recounts imaginative roles and connecting imaginary events
d. Procedural Recount: Recounts the procedure of an activity in the past.[44]

The purpose of recount text is to tell a history what happened and this could involve a personal interpretation of the author. The purpose of recount text is to give the reader an idea of what happened and when it happened.[45] It means that, recount text is atype of text whose content retells a real event or activity that happened to someone in the past.

I. Concept of Grammar

The students need grammar in order to make a good sentence. Grammar is a system of language. Thornbury states grammar is description of the rules that govern how a language's sentences are formed.[46] It means grammar is the system of language to help the user arrange, combine, and relate every word to make meaningful sentences, to convey ideas and information.

Grammar is also called as organization word is combined into sentences to express thought and feeling or to express the idea in the textbook. It is supported by Harmer, "the grammar is the description of the ways in which

[44]Emi Emilia, Op, Cit., p. 75
[45]Emi Emilia, *Op. Cit., p.* 74
[46]Scott Thornburry, *How to Teach Grammar* (London: Longman, 1999), *p.1*

words can change their forms and can be combined into sentences in that language".[47] In teaching English as foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly. It is a fact that different countries have different languages and every language has different system which is called grammar. So, as a good teacher, he/she has to able to make the students comprehend some rules in learning grammar in the class.

J. Concept of Conjunction

Conjunction is a connecting word. It joins single word, words groups and sentence parts[48] Furthermore, Frank state that the conjunctions are members of a small class that have characteristic form.[49] Based on the statement above that concepts of conjunction have similarity in the case of the principle of the point of view, the writer was to assume that conjunction is a word or a phrase that links two clauses. Conjunction must be carefully distinguished from relative pronouns, relative adverbs and preposition, which are also connecting words. Based on the statements above that concepts of conjunction have similarity in the case of the principle of the point of the views, the writer will like to assume that conjunction is a word or a phrase that links two clauses.

According to Frank, there are three types of conjunction:

1. Coordinate Conjunction

[47]Jeremy Harmer, *The Practice of English Language Teaching*(London: Longman, 2003), p.12

[48]Three Watson, *Grammar and Usage* (New York: Saddleback Publishing, 2000) p. 102

[49]Marcella Frank, *Op Cit.,* p. 206

Coordinate conjunctions joins structural units that are equal grammatically. Coordinating conjunctions connects ideas of equal importance.[50] The conjunction come before the last unit and is grammatically independent of this unit. Unit joined a coordinate conjunction are labeled compound. Coordinate conjunctions are: for, and, nor, but, or, yet, so.

a. Part of speech (Single word)

The old woman slipped and fell on the pavement.

b. Phrase

Ex: I can see you before two o'clock or after five

c. Clauses

Ex: I don't know when he left town or why he wanted to do so.[51]

2. Correlative Conjunction

When and, or, but join coordinate conjunction elements, the first item may also be preceded by conjunction. Such paired conjunctions, called correlative conjunctions, serve to intensify the coordination. Some correlative conjunctions are both, either, just as, neither, not only, whether.

a. Both-and

Ex: She is both beautiful and intelligent.

b. Not only-but (also)

[50]Three Watson, *Loc.Cit.*,p.102.
[51]Marcella Frank, *Op. Cit.*, p. 218

Ex: Not only the women but (also) the men loved this strange little man.

3. Subordinate Conjunction

Subordinate conjunction is grammatically part of the clause it introduces; it is never separated from its clause by comma. The chief subordinate conjunctions are: after, because, if, thought, although, till, before, unless, as, when, while, where.

a. Before-conjunction: I had never seen him before he arrived in town.

b. Before-preposition: I had never seen before his arrival in town.

c. Before-adverb: I had never seen him before.[52]

Frank states that subordinate conjunction is grammatically part of the clause it introduces, it is never separated comma. According to Watson a subordinate conjunction connects word groups that are not equal. Subordinate conjunctions begin a subordinate clause – a groups words that contains a subject and verb but cannot stand alone as a sentence. The subordinate conjunctions connect the subordinate clause to main clause, which can stand alone.[53]

Wishon and Burks asserts that subordinate conjunctions are: (1) *when, whenever, while, since, after, before, until, as,* denoting the time, (2) *where, wherever,* denoting the place, (3) *as, as if,* denoting the manner, (4) *as, than,* denoting the comparison, (5) *cause, purpose, as, because, so that, in other*

[52]*Ibid.*, p. 215
[53]Watson,*Op. Cit.*, p. 103

that, for fear that, since, denoting the reason, (6) *so..that, such….that,* denoting the result, (7) *if, whether, unless, provided (that) on condition that, as/so long as, supposing (that),* denoting the condition, (8) *although, thought, even thought, no matter, if, while, even if, wherever, whenever, whatever, such much as, whereas,* denoting the contrast concession.[54]

In the other sides, having different perception about coordinate conjunctions from the others language expert have results different description about subordinate conjunctions, too, particularly in the case of the example of it: Frank states that a subordinate conjunction introduces a clause that depends on a main clause. [55] According to Frank, a subordinate conjunction can divide into four basic groups, (1) Single- Word Subordinate Conjunction, e.g. *after* and *because,* (2) Two-word Conjunctions, e.g. *but that* and *as if,* (3) Subordinate Conjunctions beginning with prepositional phrases, e.g. *as* and *for fear that,* and (4) Split Conjunctions, e.g. *so… that* and *such a ….that.* Besides that, to make her explanation easily understood, Frank classifies the subordinate conjunctions based on meaning: [56]

1. Subordinate conjunctions of time, e.g. *when,while,after,* and *before*

   For example:

   a. He even read *while* he conducted cabinet meetings.

   b. She never saw him again *after* he left town.

[54]George E. Wishon and Julia M. Burks, *Let's Write English Revised Edition* (New York: Littion Publishing, Inc, 1980) p. 155

[55]Marcella Frank, *Op. Cit*., p. 218

[56]*Ibid.*, p. 216

2. Subordinate conjunctions of contrast concessive, e.g. *although* and *though*

   For example:

   a. *Although* he had never liked mathematics, he decided to take a course in statistics.

   b. *Though* he still felt ill, he decided to go back to work.

3. Subordinate conjunctions of contrast adversative, e.g. *whereas,*

   For example:

   a. He was very generous, *whereas* his brother was quite stingy.

4. Subordinate conjunctions of cause, e.g. *because, since* and *as*

   For example:

   a. He was fined *because* he was speeding.

   b. *Since* the weather is so bad outside, why don't you stay with us over night.

5. Subordinate conjunctions of conditions, e.g. *if, once* and *unless*

   For example:

   a. *Once* you have made a mistake, you cannot correct it.

   b. He never goes to any social function *unless* his wife can come with him.

6. Subordinate conjunctions of purpose, e.g. *so that* and*inother that*

   For example:

   a. He traveled through half the world *so that* he might see her once more.

   b. They left very early *in order that* they might arrive before dark.

7. Subordinate conjunctions of Degree, e.g. *in so far as* and *as far as*.

   For example:

   a. *As far as* I am concerned, he can do whatever he likes with the money.

   b. Our firm will do whatever is necessary *in so far as* were are able to.[57]

Since there are many views about subordinate conjunctions, the writer just focus on the subordinate conjunctions according to Frank's subordinate conjunctions classification based on meaning, including (1) subordinate conjunctions of time, e.g. *when, while, after* and *before* (2) subordinate conjunctions of contrast concessive, e.g. *although* and *though*, (3) subordinate conjunctions of contrast adversative, e.g. *whereas,* (4) subordinate conjunctions of cause, e.g. *because, since* and *as,* (5) subordinate conjunctions of condition, e.g. *if, once* and *unless,* (6) subordinate conjunctions of purpose, e.g. *so that* and *in other that,* and (7) subordinate conjunctions of Degree, e.g. *in so far as* and *as far as.*

The writer considers that Frank's subordinate conjunctions explanation is better than the two language experts. Her explanation is more complete than, but not complicated (as), the others'. Although the explanation is more sophisticated than the others', it looks rudimentary owing to the fact that Frank subordinate conjunctions explanation into such complete description even more complete than the others. That is why the writer considers that choosing the subordinate conjunctions according to Frank as the main

[57]*Loc. Cit.*

standard or reference to analyze the errors in using of subordinate conjunctions focuses on combining clauses in using subordinate conjunctions.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design ofthisresearch was descriptive qualitative research. Denzin and Lincoln in James Schreiber and Kimberly Asner describes qualitative research as "multimethodin its focus, involving and interpretive, naturalistic approach to its subject matter".[1]Qualitative research has come to denote research approaches that are underpinned by a set of assumptions about the way the social world operates. It derives many of its basic tenets from the prospective that the science of the human world is fundamentally different from that of the natural world, and therefore needs to deploy distinctive (often interpretative) methods.[2]In this research, qualitative research is the research this produces descriptive data in form of written words from the subject and its behavior that can be observed. The type of qualitative research thatused in this research focusedon the description.

As qualitative researchers believe that meaning is socially constructed, their research focus is on the participants and on how participants experience and interact with a phenomenon at a given point in time and in a particular context, and the multiple meanings it has for them.[3] It means that qualitative

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[1]James Schreiber & Kimberly Asner, *Educational Research* (New York: John Willey & Sons Inc, 2011) p. 10

[2]David Scott & Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum, 2005), p.182

[3]JuanitaHeigham and Robert A. Croker,*Qualitative Research in Applied Linguistics; A Practical Introduction* (London: Palgrave Macmillan, 2009), p. 7

research focuses on participants related to what happens when the qualitative research process is carried out.

From several definition above, it can be concluded that desctiptive qualitative research was conducted because the study described the students' subordinate conjunction errors in writing the text during the teaching process in the classroom. It was relevant to the study since the writer did not do any treatment for the research subjects, rather looking at them as they were.

B. Research Subject

In this research, the writer usedpurposeful sampling technique to select the research subject. Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. The goal of purposeful sampling is notto obtain a large and representative sample; the goal is to select persons, places, or things that can provide the richest and most detailed information to help us answer our research questions.[4]The subject of the research was the students class XI IPA 3 of eleventh grade at the second semester in academic year of 2018/2019 of SMA Gajah Mada Bandar Lampung. Then, the writer chose class XI IPA 3 that get lowest scores among all of the other classes because in this class the students often doing error in writing recount text in using sub-ordinate conjunction. It means that, most of the students have problems in writing recount text, especially in using sub-ordinate conjunction. Thus the

[4]Marguerite G. Lodico et al, *Methods in Educational Research*(San Fransisco: Jossey Bass, 2010), p.140

writer decided to identify and clasify the students' writing recount text in using sub-ordinate conjunction.

C. Data Collecting Technique

Creswell states that data collecting technique is identifying and selecting individuals for a study obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.[5]In collecting the data, the writer usedwriting recounttask. The writer asked the students to retell recount text based on the topic given. Then, the writer asked the students to employ as many subordinate conjunctions as necessary in their writing. In the end, the writer collected the students' writing tasksin order to know their error of using subordinate conjunction in writingrecount text.

D. Instrument of the Research

The instrument to collect the data in this research, the writer usedrecount text writing task.In this case, the students were asked to make a composition in recount text using subordinate conjunctions in three paragraphsthat consists of 100 words or moreand 90 minutes for time allocationbased on the topicsprovided. The text was written in past tense form and the writer gave some topics that must be chosen by students. Each student chose one topic and wrote a recount text in each test. The topics of the test were as follows:

a. Unforgettable experience

[5]*Ibid.*, p. 9

b. My last holiday

E. Classifying System

After getting the data from the samples, finally, the writer analyzedtheir text and find the errors on their recount text especially errors on the subordinate conjunctions. The writer analyzed and dividedthe errors' data into four kinds of surface strategy taxonomy.They were omission, addition, misformation and misordering.

F. Research Procedure

In conducting the research, the writer followed the procedures as follows:

1. Asking permission to the headmaster of SMA Gajah Mada Bandar Lampung.
2. Consulting to the English teacher at SMA Gajah Mada Bandar Lampung.
3. Determining the subject of the research

   In this research, the writer chosen the eleventh grade as the subject of the research and took the sample by using purposive sampling technique.
4. Preparing the instruments of data collecting technique consist of writing recount task.
5. The students were asked to retell the recount text.
6. Collecting the data.
7. Analyzing the data. The writer analyzed the data in using identifying, classifying and calculating the percentage of the data based on surface strategy taxonomy.

8. Making report finding
9. After identifying and classifying the data, then the writer made the report of research findings.

G. Data Analysis

In analyzing the data, the writer usedfour steps of data analysis suggested by McCarty:[6]

1. Collecting the data

   Collecting the data from the result of the students' writing task. The writer tried to determine the data, and finding the subordinate conjunctions errors which made by the students in writingrecounttext.

2. Identifying students' errors

   To find the error each of the subject making of recount text and use subordinate conjunction; when, because, after, before. Then, use codes (numerical number and underline mark). The error that determined when students omitted necessary item or added necessary ones, misformed item, or misordered them. After coding the error item by using underline and certain numerical number, the writer provided the correction of the errors.They were as follows:

   OM : Stands for omission errors
   ADD : Stands for addition errors
   MF : Stands for misformation errors
   MO : Stands for misordering errors

3. Classifying the errors based on surface strategy taxonomy

[6]M. Mc Chart, *Discourse Analysis for Language Teacher* (New York: Cambridge University Press, 1995) p.25

After the writer identified and divided the data, then, the writer classified the error based on surface strategy taxonomy. In case of surface strategy taxonomy errors wereclassified into omission, addition, misformation and misordering. Then the errors omitted by the students put into the table 2 classifying to find out the number of errors of each student do.

Table 2
Students error on Sub-ordinate Conjunctions
in writing Recount Text

No.	Students' Name	Students' Errors				∑ Errors
		OM	AD	MF	MO	
1.						
2.						
3.						
4.						
5.						
Total						
Frequency						
Percentage						

Addapted from Siti Nur Habibah.[7]
Note:
OM = Omission Error
AD = Addition Error
MF = Misformation Error
MO = Misordering Error

4. Calculating the percentage

After classifying the data, the writer calculated the percentage of each error type. To get the percentage of the data, the writer used formula: [8]

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

[7]Siti Nur Habibah, *An Analysis of Students' Error in Using Coordinate Conjunction in Their Descriptive Paragraph Writing at The First Semester of The Eleventh Grade of SMA Plus MMT Bangun Jaya Mesuji in academic year of 2014/2015*, IAIN Lampung, p. 69

[8]AnasSudijono, *PengantarStatistikPendidikan*(Jakarta: PT. Raja GrafindoPersada, 2008) p. 43

Explanation:
P = The total percentage of errors
F = The total number of students' errors
N = The total number of students

5. Making report finding

The last step of analyzing the data is conclusion.[9] After classifying the data, the writer made the conclusion about kind of subordinate conjunction errors made by the students and calculate the percentage of subordinate conjunction made by the students. It can be concluded that there were four steps in qualitative research for reporting the result.

[9]Mattew, B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks:Ssage Publication, 1994),p. 11

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The writerconducted the research at SMA Gajah Mada Bandar Lampung at the second semester in the academic year of 2018/2019. The subject of this research was the students at Eleventh grade in XI IPA 3 at SMA Gajah Mada Bandar Lampung.

The purpose of the research was to gain the description of errors in their types and proportion (frequency and percentage) of the students in using subordinate conjunction in their recount text writing based on Surface Strategy Taxonomy, that consisted of omission, addition, misformation and misordering.

Before the writer reported the result of the students' composition, the writer asked the student to write writing recount text with using subordinate conjunction.Based on the teacher's statement, most of the students still get difficulties in mastering the language skill especially in writing. Most of the students having errors in using language component especially in using sub ordinate conjunction in their writing like adding words that is not necessary in the sentence.

Realizing the fact mentioned the writer interested to identify and classify the students error based on Surface Strategy Taxonomy because the students still made a lot of errors in using subordinate conjunction in their writing.

In collecting the data, the writer chose thirty students in one class at the eleventh grade namely XI IPA 3 ofSMA Gajah Mada Bandar Lampung. Thesubject of this research were 30 students'.

The writer analyzed the students' errors in using subordinate conjunction in their recount text based on Surface Strategy Taxonomy. It was found 107 items of the total number of errors. The students' omission errors have 24 items (see appendix 8), students addition errors have 47 items (see appendix 9), the students misformation errors have 31 items (see appendix 10) and the students misordering errors have 5 items (see appendix 11). The following table based on the students' task.

Table 3
The Data of Students' Errors in Using Sub Ordinate Conjunction in Their WritingRecount Text

No.	The Students' Errors	Correction	Types of Errors
1.	*After* we got to the zoo, we went to the shop to buy some food to give to the animals.	*When* we got to the zoo, we went to the shop to buy some food to give to the animals.	**MF**
2.	*When* getting the food we went to the nocturnal house where we saw birds and reptiles which only come out atnight	*After* getting the food we went to the nocturnal house where we saw birds and reptiles which only come out atnight.	**MF**
3.	Before lunch we went for a ride on the elephant *before* that.	Before lunch we went for a ride on the elephant.	**AD**

4.	It was a thrill to ride it.*When* dad nearly fell off Whenhe let go of the rope.	It was a thrill to ride it Dad nearly fell off when he let go of the rope.	**AD**
5.	__we returned home we were tired but happy when because we had so much fun.	*When* we returned home we were tired but happy because we had so much fun.	**OM**
6.	When we returned home we were tired but happy *when* because we had so much fun.	When we returned home we were tired but happy because we had so much fun.	**AD**
7.	It showed how people can quickly change __ they after have to look after that themselves in the jungle.	It showed how people can quickly change *when* they have to look after themselves in the jungle.	**OM**
8.	It showed how people can quickly change when they *after* have to look after themselves in the jungle.	It showed how people can quickly change when they have to look after themselves in the jungle.	**AD**
9.	A few weeks *after*, the passengers were eating raw fish and meat.	*After* a few weeks, the passengers were eating raw fish and meat.	**MO**
10.	They had *after* been on the island for two months, three of the men made a boat and sailed away to find help.	*After* they had been on the island for two months, three of the men made a boat and sailed away to find help.	**MO**
11.	First, I woke up and hour late my alarm clock *because* didn't go off.	First, I woke up and hour late *because* my alarm clock didn't go off.	**MO**
12.	Then, I was in such a hurry that I burned my hand *after* I	Then, I was in such a hurry that I burned my hand *when* I	**MF**

	was making breakfast.	was making breakfast.	
13.	__ Breakfast, I dressed got so quickly that I forgot to wear socks.	*After* breakfast, I dressed got so quickly that I forgot to wear socks.	**OM**
14.	*Because* I was in Junior High School, my father once took me to go fishing wiith him at the river lies across our oil palm plantation.	*When* I was in Junior High School, my father once took me to go fishing wiith him at the river lies across our oil palm plantation.	**MF**
15.	*After* we arrived in our plantation, my father parked the motorcycle under the hut.	*When* we arrived in our plantation, my father parked the motorcycle under the hut.	**MF**
16.	*after* I already collected enough wood and dry leaves, my father set a fire in the center of the fireplace.	*when* I already collected enough wood and dry leaves, my father set a fire in the center of the fireplace.	**MF**
17.	__cleanig some wild grass around the hut, my father gave me a hoe and asked me to dig some soil to find worms.	*After* cleanig some wild grass around the hut, my father gave me a hoe and asked me to dig some soil to find worms.	**OM**
18.	___ I already had enough worm, I brought it to my father and we went straight to the river.	*When* I already had enough worm, I brought it to my father and we went straight to the river.	**OM**
19.	*Because* as beginner fisher, I cannot apply the worm on the fishing hook well, and it look like was about to fall of the book, but my father said	*As* beginner fisher, I cannot apply the worm on the fishing hook well, and it look like was about to fall of the book, but my father said that	**AD**

	that it was okay.	it was okay.	
20.	I threw the fishing hook into the river and wait for the fish to eat to the bait, but *after* nothing happened after a while.	I threw the fishing hook into the river and wait for the fish to eat to the bait, but nothing happened after a while.	**AD**
21.	__ I was about to get borred I saw a big prawn was slowly walking in the water	*When*I was about to get borred I saw a big prawn was slowly walking in the water.	**OM**
22.	__We went home, we cooked it at the hut and enjoyed it together.	*Before* we went home, we cooked it at the hut and enjoyed it together.	**OM**
23.	He almost tired, all of the girl didn't suit the shoe *because*.	He almost tired,*because* all of the girl didn't suit the shoe	**MO**
24.	When my high school XI yesterday when that.	When my high school XI *yesterday*.	**AD**
25.	I saw her photo in my heart this lovely lady.	*When* I saw her photo in my heart this lovely lady.	**OM**
26.	*Because* after that, I send a message to her and finally I asked her phone number.	After that, I send a message to her and finally I asked her phone number.	**AD**
27.	After obtaining *when* the phone number I keep close to her.	After obtaining the phone number I keep close to her	**AD**
28.	—— It was close, one day I invited her to meet with me.	*When* It was close, one day I invited her to meet with me.	**OM**
29.	She wanted *because* she	She wanted *but* she want	

	want meet with her friend, in fact I wish we were just confluent.	meet with her friend, in fact I wish we were just confluent.	**MF**
30.	We meet at one of the mall, *because* we are meet its very confused abuot where to sit because we meet not just be a walk in the mall.	We meet at one of the mall, *when* we are meet its very confused abuot where to sit because we meet not just be a walk in the mall.	**MF**
31.	*When* after I want to eat the food, I want tu buy it in the cashier.	After I want to eat the food, I want tu buy it in the cashier.	**AD**
32.	I surprised *but* the prices were very expensive.	I surprised *because* the prices were very expensive.	**MF**
33.	*Because* day, my friend planned to say love at the competition ceremony was over my friend came and asked her to meet at the bottom of the stairs.	*After that* day, my friend planned to say love at the competition ceremony was over my friend came and asked her to meet at the bottom of the stairs.	**MF**
34.	*When* a while she came and they talked together.	*After* a while she came and they talked together.	**MF**
35.	She likes comic stories *when* she love to read the comic.	She likes comic stories *because* she loved read the comic.	**AD**
36.	It was very quiet *but* because there were .not so many people	It was very quiet because there were .not so many people	**AD**
37.	During my last holiday *when* I and my family were on a visit my uncle's house.	During my last holiday I and my family were on a visit my uncle's house.	**AD**

38.	Last holiday was my worst holiday because *when* that I did not go anywhere.	Last holiday was my worst holiday because I did not go anywhere.	**AD**
39.	for me, that was a good moment __ I could spend my time with my family. We really enjoyed it.	for me, that was a good moment *Because* I could spend my time with my family. We really enjoyed it.	**OM**
40.	__I was not lucky enough because on the way home I saw a beggar.	*But* I was not lucky enough because on the way home I saw a beggar.	**OM**
41.	*When* after graduated from junior high school, I follow my parents living at Jakarta.	*After* graduated from junior high school, I follow my parents living at Jakarta.	**AD**
42.	The madness and tiredness during the trip had gone after *when* I met mygrandma and grandpa.	The madness and tiredness during the trip had gone after I met mygrandma and grandpa.	**AD**
43.	He laughed at me *when* what I did was not hard actually if compared with the real farmer.	He laughed at me *because* what I did was not hard actually if compared with the real farmer.	**MF**
44.	Then, __we went to the farm again, my grandma had prepared for breakfast.	Then, *Before* we went to the farm again, my grandma had prepared for breakfast.	**OM**
45.	*After* that's fine because after the next holiday I would go there and see them again.	*But* that's fine because the next holiday I would go there and see them again.	**MF**

46.	After that's fine because *after* the next holiday I would go there and see them again.	But that's fine because the next holiday I would go there and see them again.	**AD**
47.	But we weould do daily treatment for the 1 month age spinach.	We weould do daily treatment for the 1 month age spinach.	**AD**
48.	And that day was the day for swiming athe river __ the day before we had already played kites.	And that day was the day for swiming athe river *Because* the day before we had already played kites.	**OM**
49.	That place was dangerous for children like us __ the dept and the stream were unpredictable.	That place was dangerous for children like us *Because* the dept and the stream were unpredictable.	**OM**
50.	*But* we swam happily because at that area we could find some small boats that were used for mining.	.We swam happily because at that area we could find some small boats that were used for mining	**AD**
51.	__ we had been there for more than two hours, we felt could and was disappeared.	*Because* we had been there for more than two hours, we felt could and was disappeared.	**OM**
52.	many people explored *but*the wole area to find our friend.	Many people explored the wole area to find our friend.	**AD**
53.	*After* I had seen the sights in Europe, I took a train to Istanbul and Visited many place in Asia.	*when* I had seen the sights in Europe, I took a train to Istanbul and Visited many place in Asia.	**MF**

54.	Deri savered his money and *when* spent two months traveling around the world.	Deri savered his money and spent two months traveling around the world.	**AD**
55.	Deri felt tired *because* he was very excited and wanted to travel again.	Deri felt tired *but* he was very excited and wanted to travel again.	**MF**
56.	Only *But* my mother was tottaly satiesfied, would I be allowed to rush out of the front door.	Only *After* my mother was tottaly satiesfied, would I be allowed to rush out of the front door.	**MF**
57.	I would leave home at 8 am on the dot and make my way down the lane. *When* a walk of about 700 metres I would be able to see the tall steeple of the school..	I would leave home at 8 am on the dot and make my way down the lane. *After* a walk of about 700 metres I would be able to see the tall steeple of the school..	**MF**
58.	The playground would be full in the summer and *but* the noise would make me want to rush into the yard and get into a good game of football before the bell went.	The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.	**AD**
59.	I wasn't a regular day, *but*because I was about to propose girl.	I wasn't a regular day, because I was about to propose girl.	**AD**
60.	After *When* praying and taking a bath, I had my early breakfast.	*After praying* and taking a bath, I had my early breakfast	**AD**
61.	At about nine o'clock I was in my office *because* my soul	At about nine o'clock I was in my office *but* my soul	**MF**

	wasn't there.	wasn't there.	
62.	Her driven *after* home I went back to my house.	*After* driven her home I went back to my house.	**MO**
63.	I wasn't sure exactly where it was, *when* I walked with him to the end of Sunda street	I wasn't sure exactly where it was, *But* I walked with him to the end of Sunda street	**MF**
64.	I said 'no' at first, because he really wanted me to have, so I took.	I said 'no' at first, *but* he really wanted me to have, so I took.	**MF**
65.	Then I remebered where *when* the hyatt was and told him how to get there.	Then I remembered where the hyatt was and told him how to get there.	**AD**
66.	I looked in my bag *after* for my wallet and found a piece of paper the man gave me	I looked in my bag for my wallet and found a piece of paper the man gave me	**AD**
67.	We reached the camping ground __ we walked for about one and a half hour from the parking lot	We reached the camping ground *After* we walked for about one and a half hour from the parking lot	**OM**
68.	We built the camp *after* next to a small river.	We built the camp next to a small river.	**AD**
69.	*After* the next day, we spent our time observing plantation and insects while the girls were preparing meals.	The next day, we spent our time observing plantation and insects while the girls were preparing meals.	**AD**
70.	*When* in the afternoon we went to the river and caught some fish or supper.	In the afternoon we went to the river and caught some fish or supper.	**AD**

71.	I swam two or three times a day, *when* my brother Fachri just spent all his time lying on the beach with his eyes closed.	I swam two or three times a day, *But* my brother Fachri just spent all his time lying on the beach with his eyes closed.	**MF**
72.	We had a wonderful holiday in Bali *Beacuse* it was a really great place.	We had a wonderful holiday in Bali. It was a really great place.	**AD**
73.	The people were friendly, the food was great, and *because* the weather was alot better than at home.	The people were friendly, the food was great, and the weather was alot better than at home.	**AD**
74.	It was much quieter there than here very beautiful, *because* no tourists.	It was much quieter there than here very beautiful, *but* no tourists.	**MF**
75.	I learned Balinese I couldn't say much, __ it was fun to try.	I learned Balinese I couldn't say much, *But* it was fun to try.	**OM**
76.	Fahri actually spoke it quite well, __ he was afraid to open his mouth, so I was the one who talked to people.	Fahri actually spoke it quite well, *But* he was afraid to open his mouth, so I was the one who talked to people.	**OM**
77.	When *after* sarah came to the party, the music had already started.	When sarah came to the party, the music had already started.	**AD**
78.	They met each other at a holiday camp in 1999, but *because* mysteriously sarah dissapeared after a while.	They met each other at a holiday camp in 1999, but mysteriously sarah dissapeared after a while.	**AD**
79.	*After* he went next to her, she	*When* he went next to her,	

	as searching for something in her bag, so she did not see him.	she as searching for something in her bag, so she did not see him.	**MF**
80.	I was nervous __ I would fly.	I was nervous *When* I would fly.	**OM**
81.	It was heart breaking *Because* I saw these survivors fight for food and secondhand clothing.	It was heart breaking *When* I saw these survivors fight for food and secondhand clothing.	**MF**
82.	Most times, I only ate once a day *After* I always had to rush and again it was difficult to find food.	Most times, I only ate once a day *Because* I always had to rush and again it was difficult to find food.	**MF**
83.	After everything was done, only then *But* I remembered to eat.	After everything was done, only then I remembered to eat.	**AD**
84.	We went to Borobudur Temple by Private car and I had prepared everything *when* before we went to go jogja,	We went to Borobudur Temple by Private car and I had prepared everything before we went to go jogja,	**AD**
85.	It was my first time *when* to speak English with foreign tourist..	It was my first time to speak English with foreign tourist..	**AD**
86.	The driver tried to avert the ditch. *But* I could know what was going on, the bus started hurtling towards the Bhotekoshi.	The driver tried to avert the ditch. *Before* I could know what was going on, the bus started hurtling towards the Bhotekoshi.	**MF**
87.	I had given up hope of	I had given up hope of	

	surviving, but found a ventilator *because* glass broken.	surviving, but found a ventilator glass broken.	**AD**
88.	A shouting match then ensued and during the heated spat, ong threatened to slap the woman, *when* pushing her down the bus.	A shouting match then ensued and during the heated spat, ong threatened to slap the woman, *Before* pushing her down the bus.	**MF**
89.	We would stay some night at the unknown beach because we would like *when* to try the experience of being into the wild.	We would stay some night at the unknown beach because we would like to try the experience of being into the wild.	**AD**
90.	We built our tents and prepared small branch for making small fire *But* because we need it to cook.	We built our tents and prepared small branch for making small fire because we need it to cook.	**AD**
91.	I loved this beach __ I got not only a beautiful place but also a great beach for fishing.	I loved this beach *Because* I got not only a beautiful place but also a great beach for fishing.	**OM**
92.	We had get back home because *After* we ran out of food	We had get back home because we ran out of food	**AD**
93.	Soon *but* we arrived at the beach we took our flowers and brought those at the bank of the beach.	Soon After we arrived at the beach we took our flowers and brought those at the bank of the beach.	**MF**
94.	I found that Taufik Hidayat left from the bus, *Because*we	I found that Taufik Hidayat left from the bus, *When* we	**MF**

	wanted to get close to Taufik Hidayt a security guard held me back.	wanted to get close to Taufik Hidayt a security guard held me back.	
95.	But, I thought that security guard was familiar __ he was my old friend when I was senior High School.	But, I thought that security guard was familiar *Because* he was my old friend when I was senior High School.	**OM**
96.	I practiced hard *because*that I felt very tired.	I practiced hard *After*that I felt very tired.	**MF**
97.	I usually had a breakfast *when* took a bath, but in that day I did not do that.	I usually had a breakfast *after*took a bath, but in that day I did not do that.	**MF**
98.	I always went to school by my motorcycle, __ in that day, I forgot where I put the key.	I always went to school by my motorcycle, *But*in that day, I forgot where I put the key.	**OM**
99.	I ran to my class but *When* I saw my teacher has stood in front of the class to teach.	I ran to my class but I saw my teacher has stood in front of the class to teach.	**AD**
100.	Last year, When I was twenty years old, *Because* my oldest brother bought a car	Last year, When I was twenty years old, my oldest brother bought a car	**AD**
101.	I was very nervous __ that was my first time to drive a car.	I was very nervous *Because*that was my first time to drive a car.	**OM**
102.	I went to yogyakarta by train, *But* before I came to the train station, I did not know how to check In.	I went to yogyakarta by train, before I came to the train station, I did not know how to check In.	**AD**

103.	I listened to the song and I was really enjoy when *After* I was in the train.	I listened to the song and I was really enjoy when I was in the train.	**AD**
104.	After 5 hours in the train, *But* Finally I arrived in Yogyakarta.	After 5 hours in the train, Finally I arrived in Yogyakarta.	**AD**
105.	During the race, I was surprised because *when* that was my first time I saw motorcycle ran fast up to 300 km/hour in front of my eyes.	During the race, I was surprised because that was my first time I saw motorcycle ran fast up to 300 km/hour in front of my eyes.	**AD**
106.	In the ending of the race, *when* Rossi was the first rider who touched the finish line.	In the ending of the race, Rossi was the first rider who touched the finish line.	**AD**
107	At the end of the second day, we were quite tired but *after* that we felt happy.	At the end of the second day, we were quite tired but we felt happy.	**AD**

Note:

OM *: Omission errors*

AD *: Addition errors*

MF *: Misformation errors*

MO *: Misordering errors*

1. Types of The Students' Errors in Using Sub Ordinate Conjunction in Their WritingRecount Text Based on Surface Strategy Taxonomy

a. Identifying

From 30 students in writing recount task in using subordinate conjunction, the writer found that 107 items errors made by the students. There are 24 items or

22.42% the students' omission errors, 47 items or 43.92% the students' addition errors, 31 items or 28.98% the students' misformation errors and 5 items or 4.68% the students' misordering errors. (*see appendix 13*).

b. Classifying

After got the data, the writer found out the errors was still made by the students. The writer classified the students' errors into four, based on Surface Strategy Taxonomy. They are omission, addition, misformation and misordering. (*see appendix 14*). The following data are presented as the samples of students' errors in using subordinate conjunction in their writingrecount text based on Surface Strategy Taxonomy.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.[1] Although any morpheme or word of a sentence is a potential candidate for omission, some types of morphemes are omitted more that others. While, in this research, the students omitted sub- ordinate conjunction in their writing.

The following data presented as the examples of subordinate conjunctions errors in omission type of error in students writing.

- It showed how people can quickly change __ they after have to look after that themselves in the jungle.

[1] Heidi Dulay, Marina Burt and Stephen Krashen, *Op. Cit*, p. 158

- for me, that was a good moment __ I could spend my time with my family. We really enjoyed it.
- We reached the camping ground __ we walked for about one and a half hour from the parking lot
- I was very nervous __ that was my first time to drive a car.

Note: _ : sb (subordinate conjunction)

We can see from the examples above that the students did not know what subordinate conjunctions they should use. It made the students felt afraid to take risk in making mistake, so the students liked miss an item that must appear in a sentence.From the example of the first sentence, the studentsommite *'when'* after *change'*. From the second sentence, the students ommite '*because'* after *'ground'*.And in the other sentences, the students ommite *'after'* after '*ground'*.Subordinate conjunction must appear because link words, phrases or sentences.

The correct forms for the errors in the sentences above are as follows

- It showed how people can quickly change *<u>when</u>*they after have to look after that themselves in the jungle.
- for me, that was a good moment *<u>because</u>*I could spend my time with my family. We really enjoyed it.
- We reached the camping ground *<u>after</u>* we walked for about one and a half hour from the parking lot
- I was very nervous *<u>because</u>* that was my first time to drive a car.

In omission errors some students forgot to put an items in their sentence. Based on the result, the total number of omission error made by the students were 24 items.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.[2] Some students added subordinate conjunctions that not needed in the sentence.

Here are the examples of the errors:

- When we returned home we were tired but happy *when* because we had so much fun.
- Last year, When I was twenty years old, *Because* my oldest brother bought a car.
- I threw the fishing hook into the river and wait for the fish to eat to the bait, but *after* nothing happened after a while.
- *Because* after that, I send a message to her and finally I asked her phone number.

The underlines item in the examples above should not appear to construct proper sentence building. For thefirst example *"When we returned home we were tired but happy when becausewe had so much fun.* In this sentence sub-ordinate conjunction *'when'* is not necessary, because without sub-ordinate conjunctions *'when'*, the sentence has full meaning.

[2]*Ibid*, p. 158

The correction of addition errors are as follows:

- When we returned home we were tired but happy because we had so much fun.
- Last year, When I was twenty years old, my oldest brother bought a car.
- I threw the fishing hook into the river and wait for the fish to eat to the bait, but nothing happened after a while.
- after that, I send a message to her and finally I asked her phone number.

In the second category (addition errors) the students added another not important word. Based on the result, the total number of addition error made by the students were 47 items.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.[3] While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although is incorrect. For examples, in the sentence:

- *Because* I was in Junior High School, my father once took me to go fishing with him at the river lies across our oil palm plantation.
- I surprised *but*the prices were very expensive
- I practiced hard *because* that I felt very tired.
- Soon *but* we arrived at the beach we took our flowers and brought those at the bank of the beach.

[3]*Ibid*, p. 158

For those sentence above, it happened because the students were still confused the usage of subordinate conjunction. For example, "*Because I was in Junior High School, my father once took me to go fishing with him at the river lies across our oil palm plantation*".The subordinate conjunction *'because'* should be change *'when'.*

- *When*I was in Junior High School, my father once took me to go fishing with him at the river lies across our oil palm plantation.
- I surprised *because* the prices were very expensive.
- I practiced hard *after* that I felt very tired.
- Soon *after*we arrived at the beach we took our flowers and brought those. at the bank of the beach.

In third category (misformation errors), occurs because the item supplied was incorrect. Based on the result, the total number of misformation error made by the students were 31 items.

4. Misordering

Misordering are characterized by the incorrect placement of a morpheme or a group morphemes in an utterance.

For example, in the utterance:

- He almost tired, all of the girl didn't suit the shoe *because*.
- They had *after* been on the island for two months, three of the men made a boat and sailed away to find help.
- First, I woke up and hour late my alarm clock *because* didn't go off.

- A few weeks *after*, the passengers were eating raw fish and meat.

For those sentences above, the students exhibited incorrect placement of morpheme or group morphemes. For the first sentence, the students were wrong while put '*because'* in the last of the sentence,*He almost tired, all of the girl didn't suit the shoe because*.it should be located before article *'all of the girl'* for the correct sentence. The second and fourth sentence, the students made same mistake at the subordinate conjunction *'because'*.

The following is revisions of misordering errors:

- He almost tired, *because*all of the girl didn't suit the shoe.
- *After* They had been on the island for two months, three of the men made a boat and sailed away to find help.
- First, I woke up and hour late *because* my alarm clock didn't go off.
- *After* afew weeks, the passengers were eating raw fish and meat.

Based on the result above, the total number of misordering errors made by the students were 5 items. (*See Appendix 12*)

2. The Proportion (Frequency and Percentage) Students' Errors in Using Subordinate Conjunction in their WritingRecount Text Based On Surface Strategy Taxonomy

After obtaining the data from the students' task, then the writer identified the error and classified based on Surface Strategy Taxonomy. They were omission, addition, misformation and misordering. Then, classifying the types of errors and determined the frequency of them. The total numbers of errors

made by the students are 107 items. They were 24 items or 22.42% of omission error, 47 items or 43.92% of addition errors, 31 items or 28.98% of misformation errors, 5 items or 4.68% of misordering errors. (*See appendix 13*).

Based on the data, the writer made the percentage of the result in this research. The result of this research showed that thestudents still make alot of errors in writing recount text of using subordinate conjunction like adding word un necessary in the sentence, wrong of structure, incorrect placement or morpheme, but in this research the error often by the students is addition becausethe students' have lack knowledge about writing recount text with using subordinate conjunction. To be the clearer the table bellows:

Table 4
The Proportions of Students' Error in using Sub Ordinate Conjunction in their Writing Recount Text Based on Surface Strategy Taxonomy

No.	Kinds of Error	Frequency	Percentage
1.	Omission	24 items	22.42%
2.	Addition	47 items	43.92%
3	Misformation	31 items	28.98%
4.	Misordering	5 items	4.68%
Total		**107 items**	**100%**

B. Discussion

This research provides description of the students' errors in using subordinate conjunction in their writingrecount text at the second semester of the eleventh grade of SMA Gajah Mada Bandar Lampung based on Surface

Strategy Taxonomy. Based on the result of the research above, the writer would like to discuss this research.

The writer found the highest error based on Surface Strategy Taxonomy was addition error. The total number of addition error made by the students were 47 items or 43.92%. Addition error is characterized by the presence of an item that must not appear in a well-formed utterance. In this case, the students did not understand the use preposition of place in the sentences.

The total number of misordering errors took the lowest position. The total number of misordering errors made by the students were5 items or 4.68%. As we know that misordering error are characterized by the incorrect placement of a morpheme or group morphemes in an utterance. In this case, the students made this error because they did not understand of preposition of place in the sentences. It means that the students' knowledge in using preposition of place when they did recount text was still lacking.

The total number of omission error made by the students were24 items or 22.42%. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Most of the students did errors because they do not master how to use subordinate conjunction when they did recount text writing.The total number of misformation error made by the students 31 items or 28.98%. Misformation errors are characterized by the use of wrong form of the morpheme or structure. It means that the students' knowledge in using subordinate conjunction is still lacking.

Based on the explanation above, it was indicated that the students may already acquired a lot number of English words, but they got difficulties in arranging them into well-developed sentence when they are narrative text writing. The students made error in recount text writing, especially in using subordinate conjunction. It can be concluded that the using subordinate conjunction errors which were made by the students were still confused in using subordinate conjunction and lack of students' knowledge about subordinate conjunction.

In previous research did by Siti Nur Habibah, entitled "An Analysis of Students' Error in Using Cordinate Conjunction in their Descriptive Paragraph Writing at the First Semester of the Eleventh Grade of SMA Plus MMT Bangun Jaya Mesuji in Academic Year of 2014-2015. The result of her research is the students cannot differentiate grammatical patern in using coordinate conjunction and the students got difficulties into well-developed sentences when they write desvriptive paragraph. It means that the students' knowledge in using coordinate conjuction is still lacking.

Reffering to the result above, in order to increase the students' writing ability in especially write recount text with using subordinate conjunction, the students need to be active to ask the teacher in teaching learning process without any syness or anxiety it is needed to make conditional in the class was normal without any disturbances.It supported by Anthony in Richard and Roger state that technique is implementation meaning the teaching or learning

in the classrom.[4]It means that technique is crucial for the teacher techniques applied suitable in the class, especially applied in arranging into well developed sentence when they are write recount text with using subordinate conjunction. It needs to increase the confusing and increase the understanding of the students.

Therefore, the writer suggests to English teacher that must prepare appropriate method and in teaching writing to make the students more enjoyable and interactive in order to overcome the students' diffulties in arranging into well-developed sentence when they write recount text with using subordinate conjunction.

[4]Jack C. Richard and Rogers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p. 15

CHAPTER V

CONCLUSION AND SUGESTION

After collecting the data and analyzing the result of the research, the writer draws some conclusions and suggestion in analysis of students' errors by using subordinate conjunction in writing recount text based on Surface Strategy Taxonomy.

A. Conclusion

Based on the data analysis of the students error in using subordinate conjunction in writing recount text by the eleventh grade students of SMA Gajah Mada Bandar Lampung. The writer concludes as follows:

1. The types of error that the students made in using subordinate conjunction in their writingrecount text at SMA Gajah Mada Bandar Lampung based on Surface Strategy Taxonomy, they were omission, addition, misformation and misordering.
2. The total numbers of errors commited by the students are 107 items. The proportions (frequency and percentage) of the students error in using subordinate conjunction in writingresount text based on Surface Strategy Taxonomy as follows:
   a. The number of omission errors is 24 items, the percentage is 22.42%.
   b. The number of addition errors is 47 items, the percentage is 43.92%.
   c. The number of misformation errors is 31 items, the percentage is 28.98%.
   d. The number of misorderingerrors is 5 items, the percentage is 4.68%

B. Suggestion

Based on the result and discussion of the research, the writer would like to give some suggestions as follows:

1. Suggestion for the teacher

1.1 The teacher of English may use the students' errors as the guidance to evaluate the progress of the students in learning English. For example, he or she may give special attention on the common errors that the students make in target language performance especially in writing. To minimize the students' errors of writing, the teacher can discuss the errors in the class, e.g. the teacher give some sentences that contain some types of errors, then asks them to analyze the sentences – whether error or correct, after thatdiscuss about the answers, or give some extra homework, through this the students can identify their weaknesses and work more seriously on their writing's problems.

1.2 To increase the students' ability in using subordinate conjunction, teacher may ask the students to do the exercise regularly about sub ordinate conjunctions; this can be done by giving assignment about they daily activities or experiences. Frequently, the teacher may show the errors though carefully analysis in the class together with the students, e.g. though pair work. So that, the students can shares with their friends and be more

active in order to understand about their errors in using subordinate conjunctions.

2. Suggestion for the students

2.1 Writing is one of material in learning English, especially in using subordinate conjunction. The students should learn and more practice about writing in order to develop their writing abiity.

2.2 The students should also do the exercise and the homework given by the teacher. They should brave enough to ask question to the teacher when they do not understand about the teachers' explanation.

3. Suggestion for the other Researcher

It is necessary for the other researchers to conduct further research with the same object but in different perspective of other kind conjunction because frequently, the students' still face difficulties in putting and organizing conjunction in their composition of writing.

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