

**AN ANALYSIS OF STUDENTS ERROR IN WRITING RECOUNT
TEXT OF CLASS X IPAS 1 AT SMAN 1 INDRAPURI**

THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
“Sarjana Pendidikan” (S1)**

By

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2024

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CLASS TENTH GRADE XI IPAS 1 AT SMAN HINDRAPURI**

**This thesis has been approved to be defended before the Thesis Examining
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Banda Aceh, September, 19th 2025

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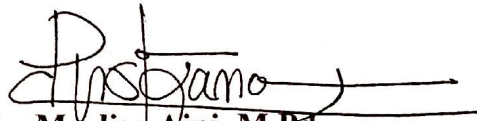
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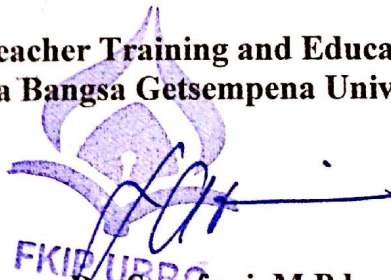
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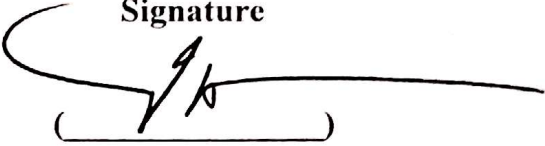


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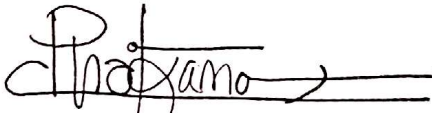
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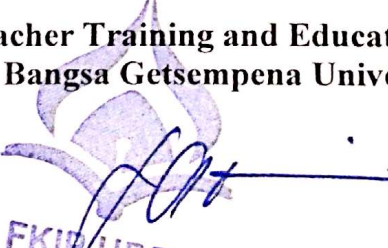
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ABSTRACT

Writing is one of the four language skills that plays a very important role in language learning. Writing is important because the learners can express their ideas, feeling and experience in certain place, time, and situation in written form. This research was about improving the student writing skill of the tenth grade of SMA N 1 Indrapuri in the academic year of 2023/2024. The tenth grade students problems in error writing were the ommision, addition, substitution, and permutation errors were got difficulties to write sentences in recount text. This study used the “triangulation theory’ method, which means the researcher only relied on the theory that supported the research to examine the data collection results. Triangulation is a way to acquire accurate data using several approaches and a source of information other than the data for cross- referencing or verification. The researcher uses a qualitative descriptive method to gain the result of the student’s error in writing recount text. The researcher make an effort to clearly and in-depth define each type of student’s difficulty in writing a descriptive text and the elements that difficulty without using any numerical data. The writer administered test to the pupils in order to gather data. Writing recall texts served as the test’s instrument. The subject of this research was a class of the tenth grade of SMA N 1 Indrapuri which consist of 25 students. From the analysis conducted on writing errors in recount text by students, it can be concluded that substitution and ommision errors dominate the frequency of identified grammatical mistakes. The researcher drew the conclusion that in the context of this study, ommision error accounted for the highest percentage at 21%, follow by addition errors at 9%, substitution errors at 66%, and permutation error at 4%. Based on the result of this research, providing individualized feedback on common errors students make can help them understand and address errorr pattern and should improve the quality of their teaching and learning methods. This method should be tailored to the students.

Keyword: Recount Text, Writing Errors

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DECLARATION

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The researcher here with affirmed that this thesis is her owns work. All the information contained in this writing has been obtained and presented by following the regulation set by the academic and with due regard for the ethical code of the writing. The researcher declared that the fully quotes and references that all of the material and finding on this paper are the researcher's original writing.

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