

ARTICLE APPROVAL SHEET

**AN ANALYSIS ON THE STUDENTS' GRAMMATICAL ERROR IN
WRITING SKILL OF RECOUNT TEXT AT THE TENTH GRADE OF SMA
MUHAMMADIYAH RAMBAH**

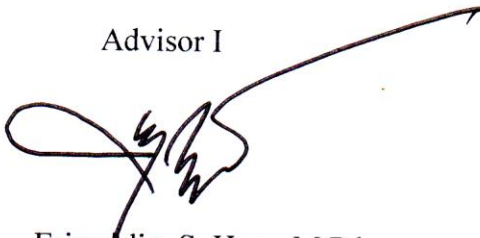
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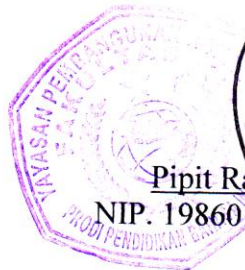
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AN ANALYSIS ON THE STUDENTS' GRAMMATICAL ERROR IN WRITING SKILL OF RECOUNT TEXT AT THE TENTH GRADE OF SMA MUHAMMADIYAH RAMBAH

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ABSTRAK

Judul penelitian ini adalah an analysis on the students' grammatical error in writing skill of recount text at the tenth grade of SMA Muhammadiyah Rambah. Tujuan dari peneltian ini adalah untuk mengetahui kesalahan- kesalahan siswa pada penggunaan tata bahasa dalam penulisan teks recount. Indikatornya adalah: (a) kesalahan dalam susunan kalimat, (b) kesalahan dalam struktur kata, (c) kesalahan dalam kata ganti, (d) kesalahan dalam preposisi, (e) kesalahan dalam tanda baca. Dari indikator tersebut peneliti dapat mengetahui kesalahan- kesalahan tata bahasa yang ditulis oleh para siswa.

Penelitian ini merupakan penelitian deskriptif kualitatif. Populasinya adalah kelas X di SMA Muhammadiyah Rambah. Sampel dalam peneltian ini adalah 50 siswa. Peneliti menggunakan *total sampling* untuk mengambil sampel. Instrumen yang digunakan adalah tes menulis.

Kesimpulannya, dari hasil penelitian menunjukkan bahwa setiap siswa menulis kesalahan dalam setiap indikator. Dan kesalahan yang paling banyak ditulis oleh siswa adalah kesalahan dalam struktur kata.

Kata kunci: Analisis, Kesalahan Tata Bahasa, Penulisan, Teks Recount.

ABSTRACT

The article investigated about an analysis on the students' grammatical error in writing skill of recount text at the tenth grade of SMA Muhammadiyah Rambah. The purpose of this study was to know the grammatical error of the students in part of speech and tense in recount text writing. The indicators are: (a) error in sentence pattern, (b) error in tense, (c) error in pronoun, (d) error in preposition, (e) error in punctuation. From these indicators, the researcher would know the kinds of error that students made in their writings.

The research was a qualitative descriptive study. The population was class X in SMA Muhammadiyah Rambah. The Samples were 50 students. The researcher used total sampling to take the samples. The Instrument was writing test. In conclusion, the result showed there was every student made error in each indicator. And the most error that students made was error in tense.

Keywords: Analysis, Grammatical Error, Writing, Recount Text

INTRODUCTION

Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language: as grammar, content, organization, vocabulary, punctuation, spelling and mechanics. It needs a complex process. Consequently, the students may have difficulties to do the writing. It is also one of language skills that has taught from Primary school to senior high schools. Moreover, it has been taught at play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students

start writing words and then arrange them into sentences and the last making paragraphs.

Surely, writing is not as easy as the students think, because they should use correct dictions, chronologies, and spelling of word. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students activities in classroom. The first kind of studying writing is writing text. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many students write text, but not many of them are able to write the text base on the

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correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write. It is avoid of making some grammatical error.

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional or controversial usage. According to Lado (1961:142), the definition of grammatical error is the pattern of arrangement of words in sentences and the patterns of arrangement of parts of words into words. Sentences are made up of patterns of arrangement of words group, words, stress, etc. It means, grammatical error can be defined as the arrangement of word or sentence in a text.

There are many kinds of text learned by the students of senior high school. One of them is recount text. Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the researcher chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represents variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

Based on the preliminary research in SMA Muhammadiyah Rambah, the researcher found that the students had many problems in using grammar, especially in writing recount text. Based on the data observation, From 50 students at the tenth grade, they are 49 students who made the grammatical error in writing recount text. It means that almost all students in tenth grade made the grammatical error in writing recount text. It is strengthened by the statement from the English teacher in tenth grade of SMA Muhammadiyah. He said that his students' writings are not really good. Especially in writing recount text. They always made some errors in their writings.

These are the problems of grammatical error in recount text that researcher found in SMA Muhammadiyah Rambah. Although the teacher had taught in a good way, not all of the students can understand well what the teacher had been explained. Some of them still did not know the tense used in recount text. They also didn't know how is the way to make a good recount text.

They still have problems in using tense in recount text. Such as one of students' recount text writing, "Last week, my friend and I **go** to the beach on holiday". And also they made the sentence by wrong subject-verb agreement. Even

many students still did not know the rules of using subject-verb agreement. Consequently they should use the wrong subject-verb agreement. For example they still wrote "**They was** in the canteen at the time".

SMA Muhammadiyah students' wrote by Indonesian structure. They often change Indonesian structure into English. This is mostly because they are influenced by their mother tongue on the acquisition of the new structure. Moreover they translated the Indonesian sentence word by word as like in Google translation without using the good structure and grammar. For example: "she **is can answered** all of **question examination**."

Many students did not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation is: On Friday we went to the Mega Mall. Suddenly, we saw a child ran up the escalator without anyone accompanied him. It should be discussed in events or the problems in a report text. Sometimes the students begin to write a report text with the problem. Likewise, they should start at the introduction of a case that they want to tell. Therefore, it needs deep analysis about this case. It can be formulated by "What are the grammatical errors in part of speech and tense found in recount text writing by the tenth grade of SMA Muhammadiyah Rambah?".

REVIEW OF THE RELATED LITERATURE

The Definition of Error

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Merriam (1998:78) states that error is an act or condition of ignorant or imprudent deviation from a code of behavior. According to Norrish (1987:83), error is a mistaken judgment or incorrect believe as to the existence or effect of matters of fact, or a false or mistaken of the law. In conclusion, error is something that is not correct.

Error analysis is an activity to reveal errors found in writing and speaking. Carls James (1998: 1) states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. John Daintith (2004: 20) says that **error analysis** is a term that when applied to numerical analysis refers to the mathematical analysis that describes the various aspects of error behavior in numerical methods (or algorithms). It means that an error analysis is studying the types and causes of language errors.

The Definition of Grammatical Errors

There are some examples of the grammatical errors that are found in the students' writing. According to M. Kreml Nancy (2004:361) grammatical error is divided into five categories. First is Sentence Pattern. Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

The example can be shown in this sentence. "Birds flew." Birds as Subject flew as a Verb. The other example is "The student needs a pen." The student as a Subject, needs as a Verb, a pen as an object. Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called "intransitive verbs." Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called "transitive verb." Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; A student studied. Intransitive; A student studied books. Subjects and objects of verbs are nouns (or pronouns). Examples of nouns are person, place, thing, John, pen, Asian information, appearance).

Second is Tense. Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: "When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud "pop!" Even my friends heard it. The teachers called my parents, who came quickly..."

Third is Pronoun. A pronoun is a word that is used in the place of a noun or noun phrase. Usually, when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Here are several kinds of pronoun.

Personal pronouns. Personal pronouns are words such as: first person pronouns, example words that represent or include the speaker or writer. Singular: I, me, my, mine. Plural: we, us, our, ours. Next is second person pronouns, example words that represent the person or people who is/are being addressed. Singular: you, your, yours. Plural: you, your, yours. Last is third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader. Singular :he, him, his, she, her, it, its. Plural :they, them, their, theirs.

Fourth is preposition. Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

The following list illustrates the use of prepositional phrases to convey specific kinds of information. First is Place: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath. Second is Direction: across, at, by way of, down, into, out of, to through, toward, up upon. Next is Time: about, after, around, at before, by, during, from ... to, from ...until, in. And then Purpose, reason: for. Next is Possession: of. Manner, instrument: by, in, like, with. Identification: at, by, in, on, with. Distance: for. Agent: by. Material: with. The last is Quantity: by.

Fifth is Punctuation. Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well.

Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc. Full stops is the punctuation mark (.) puts at the end of a sentence, or at the end of a word that has been shortened. Next is Commas. A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese. Next is Apostrophe. The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc. For example: It's a fine day today. (short for 'it is') The dog bit its tail. (Showing ownership).

The last is Capitalization. Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters. Using capital letter for the first letter of a word has a specific meaning for most readers.

Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions. Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase. Do not capitalize words to emphasize them in academic writing.

According to Carl James (1939: 154), grammatical error is divided into two categories, they are morphology error and syntax error. In Morphology error there are five lexical word types in English: noun, verb, adjective, adverb and preposition. For example: six book*, is noun morphology error. Was drink*, is verb morphology error. Visit me soon*ly, is an adverb morphology error and so on. Other than that, there are other morphology error always found in writing a text. As like third person singular –s, plural –s, past tense –ed, and progresive –ing.

The Definition of Writing

There are many definitions of writing according to some experts. First is according to A S. Hornby (1987: 996) writing is to make letters or other symbols (ideograph) on a surface. It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via non-textual medium such as magnetic tape audio. Sarah Huddelson (1989: 5) defines writing as an act of the mind by which writers create meaning. It means that writing is the creating of meaning from one's own intellectual and linguistic resources and activity, rather than the copying of someone else's text, or the use of prepared lists of words to create sentence or stories. From the definitions above, it can conclude that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

Recount Text

Determining the types of text is needed to do by the students. It will help students to determine the topic or subject, purpose (why they are writing), style (how they should write) and their attitude to ward our subject supportive, objective, etc. Many kinds of text are learned in Senior High School. Not only in the tenth grades, but also in the eleventh and twelfth grades this lesson has been taught.

According to KTSP curriculum, they are 14 kinds of text. But only six kinds on text taught in

tenth grades of Senior High School. They are recount text, procedure text, news item, report text, descriptive text and narative text. The basic competence is the students can use various kinds of language, i.e: either written or verbal in smooth and accurate transactional and monologue texts especially on the form of recount, narrative, procedure, report and news item.

According to Ken Hyland (2004: 29), "recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining". The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. It is looks at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order. According to Seaton (2007:11), the generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where you write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which will or may happen later.

A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). And since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first. The lexico grammatical features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence.

According to Derewianka (1990: 15) there are three types of recount text. First is personal recount, which exposes an event in which the experiences of the writer which happen in the past. Second is factual recount purpose to retell the past event or incident which is related to the factual

event in general. Third is imaginative recount. It is an unreal event or story and tells an imaginative character and imaginative events which is created by the writer.

Other examples of recount can be found in a biography, an autobiography, news item, history, a letter, a journal, or a testimony of a witness of an event or incident, accident report. It is stated by Anderson (1997). The function of sequence of events, this part involves of several paragraphs are used to tell the events chronologically. Each paragraph contains one topic of event, as to tell the events chronologically. Some sequence markers are often used such as first, then, and after that.

The function of re-orientation is to close a paragraph. It is to reorient the main point of the events. It usually tells about what the writer feels about the event at general, what the writer think, and hope. According to Derewinaka (1990: 15) recount text usually have language features:

- a. Specific participants, such as my family, our family, my father, my mother, my friend, etc.
- b. Use of simple past tense, simple past tense indicates a completed action about what happened in the past at a specific time (Pyle, 2001: 110);
- c. Use of material processes (action verbs), such went, saw, left, etc.
- d. Circumstance of time, in past tense, an adverb of time can be found in the sentence, such as ago, yesterday, last week, etc, may show a period of times that can be meant by the context or situation (Hornby, 1975: 85-86);
- e. Use of first person pronouns, such as I, we;
- f. Circumstance of place, where did the story take place?;
- g. Temporal sequence or linking items (e.g. the, next, later, etc).

From the explanation above, this study is conducted to analyze the students' difficulties in writing their recount text, the errors that related to the text organization and the language features from the participants' personal recount texts, and students' problems in writing recount text. Thus, error analysis will be discussed in the following section.

In conclusion, recount text in one of the important text must be understood by students. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses. A recount describes events, so plenty of use is made of verbs (action words), and of adverbs (describe or add more detail to verbs). Since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first. The

lexicogrammatical features of recount are focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and focus on temporal sequence.

RESEARCH METHODOLOGY

Research Design

The researcher used the descriptive qualitative design in this research. According to Creswell (2012:211) "In qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants". By using this method, it is expected that the researcher is able to describe the students' error in their recount text writing.

Technique of Collecting the Data

To collect the data, the researcher asked the students to make a recount text. Then the researcher read the students' recount text to determine errors. After that the researcher analyzed the error by underlining the error items and classifying the errors based on the types of grammatical error. Namely: error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation..

Technique of Analyzing the Data

. After collecting the data, the researcher classified the data into five aspects of grammatical error: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition and Punctuation. Students' writing test was analyzed by three raters (Ummi Rasyidah, M.Pd, Batdal Niati, M.Pd and Evi Kasyulita, M.Pd) with reference to the theory. The data was explained in description analysis. Then the finding was discussed with the related theories.

DESCRIPTION AND ANALYSIS

Description

This research was done at SMA Muhammadiyah Rambah on about grammatical errors in part of speech and tense in recount text writing by the tenth grade of SMA Muhammadiyah Rambah. There were 50 students as the sample in this research. The researcher used written test as the instrument to measure of grammatical error in recount text. Based on the data analysis that had been done by the researcher, it was found that there were five categories of grammatical error supposed by M. Kreml Nancy (2004:361) as stated that there were five categories

of grammatical error, they are error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation. The results of the research carried out to the tenth grades of SMA Muhammadiyah Rambah were analyzed to find out the grammatical error in recount text. error in sentence pattern, there were 40 errors from 50 samples. It means, almost every student made error in sentence pattern in their writing. The second error is error in tense. There were 183 errors in tense found in students' recount text writing. These are the most error they made in writing. The third error is error in pronoun. There were 10 errors in pronoun. The fourth error is error in preposition. There were 4 errors in preposition. And the last error is error in punctuation. It was found that there were 53 errors in punctuation. Every student made errors in their recount text writing. After the data were analyzed, it can be seen that the most error they made is in "error in tense".

Analysis

In this case, the researcher analyzes the data which has grammatical error in the students' composition about recount text writing. The types of error can be divided into some categories, namely error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation.

1. Error in Sentence Pattern (Subject and Verb)

After analyzing the data, it was found 40 errors in sentence pattern in students' recount text writing. Most of errors are making a sentence by wrong subject-verb agreement. Other errors found in students' writing are in the same case with the example above but they did that in different sentence.

2. Error in Tenses

There were 183 errors in tense that students made in their writings. Most of students still wrote a recount text by simple present tense. 180 errors in simple present tense that researcher found is in the same case but they made in different verb. 3 other errors are made error in simple future.

3. Error in Pronoun

Only some students made error in pronoun. The researcher listed 10 errors in pronoun from 50 samples. The errors they made almost same. They did not put the right pronoun in the sentence.

4. Error in Preposition

Errors in preposition are often made by the students. There were 4 errors in preposition found in their writing. They often put unimportant preposition in their sentences. The researcher found that their errors in preposition are in the same case but in different preposition.

5. Error in Punctuation

There were 53 errors in punctuation that researcher found in students' recount text writing. 38 errors of them are in the same case. The other errors were errors in punctuation

Discussion

After analyzing the data, the researcher found all existing types of errors. They are: error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation. Concerning the data analysis and types of grammatical errors, it can be seen that the most kind of grammatical error is error in using tense.

The data itself was in each indicator, the first indicator was error in sentence pattern. Based on findings, there were 40 errors in sentence pattern. The researcher assumed that this error caused by *Mother Tongue Interference* or error resulting from the transfer of grammatical and stylistic element from the source language to the target language. This finding was appropriated by the statement of an expert, Richard. According to Richard (1973), it is one of the causes of error.

The second indicator was error in tense. Tense error is committed by the tenth grade of SMA Muhammadiyah Rambah. There were 183 errors made by the students from 50 samples. The researcher assumed that the error in tense also happened because of *Translation*. Means, a student translates his first language sentence or idiomatic expression in to the target language word by word. Indonesian language does not have grammar rules and it's different with English. This finding is in line with the statement of Norrish (1983) in causes of error.

The third indicator was error in pronoun. There were 10 errors made by the students. A pronoun is a word that is used in the place of a noun or noun phrase. Pronoun errors happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. This finding is appropriated with the statement of an expert. Richard (1973) states that overgeneralization is the second types of sources of errors.

The fourth indicator was error in Preposition. There were 4 errors made by the tenth grade students of SMA Muhammadiyah Rambah. Preposition errors also happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. Preposition is usually quite short and significant looking, but they have very important functions to link a noun to another word. This finding is appropriated by the statement of an expert. Richard (1973) states that

overgeneralization is the second type of sources of errors.

The last indicator was error in punctuation. There were 53 errors made by the students. The error in punctuation occurred because of the *Carelessness*. When the students wrote, most of students did not aware about the spelling of the word and which word they should use the true punctuation. This finding is appropriated with Norrish (1983: 21). He said the carelessness is one of the causes of error.

Based on the result of the research, the researcher can sum up that the students' skill make error in writing, especially in recount text writing. They are confused which in their paragraph especially in grammatical structure. Most of them only know the theory but could not apply them in their writing.

The researcher not only analyzed the errors but also the amount of students who did errors. The students who made error in sentence pattern are 35 students, errors in tense are 50 students, errors in pronoun are 8 students, errors in preposition are 4 students and errors in punctuation are 48 students.

CONCLUSION AND SUGGESTION

Conclusion

Based on analysis and discussion, students often do error in writing. They are error in sentence pattern, error in tense, error in pronoun, error in preposition and error in punctuation. The researcher and raters found 40 errors in sentence pattern from 50 samples, 183 errors in tense, 10 errors in pronoun, 4 errors in preposition and 53 errors in punctuation.

In short, the researcher concluded that the tenth grade students of SMA Muhammadiyah Rambah often made error in their recount text writing. The errors are caused by many causes. Such as: mother tongue inference, translation, overgeneralization and carelessness. The explanation about these causes was explained in the second chapter.

Suggestions

Based on the result of the research on the error analysis in applying recount text writing done by the tenth grades of SMA Muhammadiyah Rambah, the researcher would like to present some suggestions:

1. For students, in writing recount text, students suggested to add knowledge in part of speech and tense. Especially in tense and punctuation, they made many errors of those categories.

2. For teacher, especially English teacher in teaching process, they should review the material about grammar. In teaching English related to its grammar, the teacher should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar. In addition, the teacher is suggested to give more written test to students to improve their ability in writing especially in writing recount text.

3. For the next researcher, the researcher suggested to the next researcher to find out the other relevant in writing recount text such as the difficulties face by the student in writing recount text.

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