

CHAPTER II THEORY REVIEW

2.1. Writing

2.1.1. Definition of Writing

Writing requires skills that resulting writing is interesting for readers to read. Tarigan (2013, p. 3) said that writing is a language skill that is used to communicate remotely or indirectly with the interlocutor. Writing is a productive and expressive activity. In this writing activity, the writer must have skills in utilizing graphology, language structure, and vocabulary. Writing skills do not come automatically but must go through a lot of practice and practice first on a regular basis. Writing is a form of thinking, thinking in terms of what to write and the use of vocabulary as well as the correct arrangement of sentences. One of the important tasks as a writer is to master the principles of writing so that it can achieve the aims and objectives of the writing.

Beside that he also stated a good writer is a writer who can take advantage of situations appropriately. Situations that must be considered and exploited are: first the author's intent and purpose (the changes that are expected to occur in the reader). Second readers or viewers (whether the readers are parents, acquaintances, or friends of the author). Third time and opportunity (circumstances that involve the occurrence of an event such as a place, time, and situation that requires direct attention problems that require solving, question that require response etc. Meanwhile, Dalman (2016, p.3) state that writing is a creative

process such as expressing ideas in the form of written language that has a purpose. For example, informing, convincing, and entertaining. Furthermore, Prize (2001, p.1) states that writing is part of an activity or delivery of messages by using writing as the medium. The results of the creative writing process are usually referred to as writing or essays. These two terms refer to the same result although there are some opinions that the two terms have different meanings and meanings.

Writing skills are an activity to convey messages, feelings, ideas, and ideas that are expressed through Syatriana's writings (2018, p. 3). In addition, according to Azizah (2016, p. 315) in writing skills the author must master the topic of the problems to be discussed. write and also the writer must master the vocabulary of writing. Susanto (2016, p.24) writing is an ability to express ideas into written form. This is in line with Hardi's opinion (2013, p.3) that writing is an activity to convey something using language through writing with certain intentions and considerations to achieve something. what he expected.

In line with this, Iskandarwassih (2013, p. 248) identifies writing skills as an activity to express the thoughts and feelings that exist in the writer and then put them in writing. Through writing activities, students can collect information and communicate ideas and express their imagination.

The term writing is often placed on the creative process of a scientific type. Meanwhile, the term composing is often used in non-scientific creative processes. Writing and composing are the same two activities because writing means composing (read: compiling or assembling, not imagining) words that are arranged into a sentence, a sentence will become a paragraph, arrange paragraphs

into complex writing and carry the main problem. Based on the above understanding, it can be concluded that writing is a language skill that aims to communicate and to express thoughts, ideas, and opinions by using writing as a medium of delivery.

From the theory above, it can be concluded that that writing is a language skill that is used to communicate remotely or indirectly with the interlocutor. Writing is a productive and expressive activity. In this writing activity, the writer must have skills in utilizing graphology, language structure, and vocabulary, and also writing is part of an activity or delivery of messages by using writing as the medium. The results of the creative writing process are usually referred to as writing or essays. These two terms refer to the same result although there are some opinions that the two terms have different meanings and meanings.

2.1.2. Writing Process

Writing is not an instant process. Writing takes time and involves several activities. These activities are pre-writing, drafting, revising, and editing. In the process of writing, the writer is not easy to move from the initial step to the next step. Writers must always double-check their writing before continuing to the next writing process, even sometimes many writers don't continue the writing process or postpone their writing if they do not have ideas that can be added to their writing. (Clouse, 2005, p. 6)

a. Prewriting

Pre-writing is an activity that is carried out before starting to write, pre-writing can be defined as an idea or thought to develop a text so that it can be written and when the writer lacks inspiration. Activities in pre-writing are brainstorming, free writing, collecting data, taking notes, making outlines.

b. Drafting

Drafting is the meaning of writing down some ideas that come to mind. Then, this draft can be formed and refined at a later stage. This first draft is usually rough, which is why it is called a rough draft.

c. Revising

Revising is the process when the writer reworks the rough material from the draft to get its shape. This process is a time-consuming and difficult process because the writer has to express the ideals in the best order and in the best way, so that the reader can get the author's idea.

d. Editing

Editing is the final process of writing. In this process, the writer must look for errors, especially in grammatical errors. The author must edit more than once, so that the writing can be error-free.

It can be concluded that writing has four processes, there are the first is pre-writing pre-writing is an activity that is carried out before starting to

write, pre-writing can be defined as an idea or thought to develop a text so that it can be written and when the writer lacks inspiration, and then drafting is the meaning of writing down some ideas that come to mind, next revising is the process when the writer reworks the rough material from the draft to get its shape, and the last editing is the final process of writing. In this process, the writer must look for errors, especially in grammatical errors.

2.1.3. The Purpose of Writing

Writing must have a purpose, so that every written text has a clear purpose. Even text written in simple words like an advertisement has a purpose: to persuade readers to buy the item they are selling. There are five general writings, namely, to instruct, tell, persuade, and tell, respond. Hoyt (2011, p. 13) In addition, the purpose of writing will be easier to achieve if the writing is more specific and not for all. Abidin (2015, p. 27) The simplest purpose of writing is for memory and self-recording. Some of the goals written in general include the following:

a. Telling something

Writing is a tool used to tell something to others, such as someone who is telling a story directly.

b. Informing something

Writing can be used as information about things that must be known so that it can be a useful reference.

c. Persuade readers

Writing can be a means to help and persuade readers to understand and do the things presented in writing.

d. Educate readers

Writing can be a means of education or education for readers on things that should be better than current understanding and conditions.

Kusumaningsih (2013, p. 67) argues that the main purpose of writing is as an indirect means of communication. Susanto (2016, p. 252) suggests that the purpose of writing can be categorized into four types, including:

- a. Writing that aims to inform or teach is called informative discourse.
- b. Writing that aims to convince or urge readers to the truth of the ideas expressed is called persuasive discourse.
- c. Writing that aims to entertain or please or contains an aesthetic purpose is called literary writing or literary discourse.
- d. Writing that expresses strong or fiery feelings and emotions is called expressive discourse.

The purpose of writing is to inform or teach is called informative discourse, to convince or urge readers to the truth of the ideas expressed is called persuasive discourse, to entertain or please or contains an aesthetic purpose is called literary writing or literary discourse, and the last is expresses strong or fiery feelings and emotions is called expressive discourse.

Tarigan (2013, p. 25) argues that the purpose of writing is, as follows:

- a. Persuasive purpose, which is the goal to convince the reader of the truth of the ideas expressed.
- b. The purpose of information (information purpose), namely the purpose of providing information or information / explanation to the reader.
- c. The purpose of problem solving (problem solving purpose), this kind of writing activity means that the writer wants to solve the problem at hand.
- d. Altruistic purpose (altruistic purpose), namely the goal to please the reader.
- e. The purpose of the statement (self-expressive purpose), which is the purpose of introducing one character and his life story completely to the reader
- f. Creative purpose (creative purpose), this kind of writing is closely related to self-statement. But the creative desire here is more self-expressed, involving itself with the desire to achieve the norm, artistic, or ideal art, ideal art.
- g. The purpose of the assignment (assignment purpose), this one writing activity is not based on the author's intention to make an article that he wrote, but this writing activity is carried out by the author based on orders, so the author is obliged to fulfill these orders.

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of providing information or information / explanation to the reader, the purpose of problem solving (problem solving purpose), this kind of writing activity means that the writer wants to solve the problem at hand, altruistic purpose (altruistic purpose) namely the goal to please the reader, the purpose of the statement (self-expressive purpose), which is the purpose of introducing one character and his life story completely to the reader, Creative purpose (creative purpose), this kind of writing is closely related to self-statement, last is The purpose of the assignment (assignment purpose), this one writing activity is not based on the author's intention to make an article that he wrote, but this writing activity is carried out by the author based on orders, so the author is obliged to fulfill these orders.

2.1.4. Benefits of Writing:

According to Dalman (2018, p. 6) a writer will get various benefits through his writing, namely about everyday life, the benefits are as follows:

- a. Intelligence enhancement
- b. Development of initiative and creativity
- c. Growing courage
- d. Encouragement of willingness and ability to collect information.

Susanto (2016, p. 255) added the benefits of writing, as follows:

- a. Can explore abilities and develop self-potential.
- b. Can develop various ideas.
- c. Can search for information related to the title or topic written.
- d. Can organize ideas systematically.

- e. Able to review and evaluate ideas objectively by themselves.
- f. It is easier to solve problems more concretely.
- g. Encourage students to be active in solving a problem.
- h. Get used to thinking and speaking in an orderly manner.

It can be seen that some benefits of writing there can explore abilities and develop self-potential, can develop various ideas, can search for information related to the title or topic written, can organize ideas objectively by themselves, it easier to miss spell problem more concentratedly, encourage students to be active in solving a problem, and the last is used to thinking and speaking in an orderly manner.

In line with the opinions of the two experts above, Misra (2013, p.63) suggests that the benefits of writing are:

- a. Through writing, writers can contribute intelligence.
- b. Writing develops initiative and creativity.
- c. Writing can develop courage.
- d. Writing can encourage the willingness and ability to gather information.

Thus, based on the opinion above, it can be concluded that writing is one of the important aspects in learning. One can express ideas in written form. However, writing activities are often considered difficult because most people think that ideas will be easier to put into oral form.

2.1.5. Function of Writing

The main function of writing is as an indirect communication tool between the writer and the reader because in principle, writing can convey the author's

message to the reader. Writing is very important in education to make it easier for students to think critically. In addition, writing also makes it easier for someone to feel, enjoy, and deepen responsiveness or responses to solve problems that are being faced. Because, writing will help someone understand the problems they face easily. As for other functions according to Rusyana (as cited in Isah and Ana, 2006, p. 101-102) that the function of writing can be seen from the aspect of role function. The following is an explanation of the write function as follows:

1. Setting function

Writing has a function of structuring one's ideas, thoughts, opinions and imagination. So that the writing that is poured by the author can describe and explain his ideas, thoughts, opinions and imagination clearly.

2. Preservation function

Writing also has a preservation function to express a story or idea through writing in the form of a document. Documents containing writings are very valuable, because they can tell an event that has happened in the past, provide information to entertainment.

3. Creation function

Writing has the function of creation, because the author has described or created a real or fictitious event through writing. So that it can be said that literary works have the function of creation.

4. Delivery function

Ideas, thoughts, experiences and imaginations that are put into writing show that writing has a conveying function. Because, it is

through writing that the author conveys information, knowledge and
Meanwhile, Saed & Al-Omari (2014, p. 45) stated that "writing also helps to improve all the other skills of listening, speaking, and reading as they are all interrelated." in writing there must be something to be conveyed, because writing has a function. The function of writing is to communicate about the feelings of humans (individuals) themselves, either conveying what they want or relating to the wider community such as adaptation or as an interaction regarding social relations.

From this statement, it can be concluded that by writing someone can express what is felt in a writing. Writing has a purpose and function both for the individual himself and for the wider community.

2.1.6. Factors Affecting Writing Skills

Writing is often considered not easy by most people, Zaenudin (2015, p. 10) reveals that this difficulty is caused by several factors, including the following:

- a. Not fluent in expressing ideas using Indonesian.
- b. Not accustomed to using Indonesian in daily communication.
- c. Lack of students' understanding of the theme of the story.
- d. Lack of ability to think abstractly
- e. The cognitive development of students who have just reached the concrete operational stage, so that in writing essays they still really need tools to help express their ideas and ideas in essay form.

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there are: not fluent in expressing ideas using Indonesian, not accustomed to using Indonesian in daily communication, lack of students understanding of theme the story, and the last is the cognitive development of students who have just reached the concrete operational stage.

Abidin (2013, p. 190) suggests several factors that influence writing skills according to:

- a. The low role of teachers in fostering students to be skilled at writing.
- b. Lack of teacher touch in terms of providing various appropriate writing strategies.
- c. The use of an inappropriate writing approach.

It can be concluded that several suggestions of factors influence writing skills there are: the low role of teachers in fostering students to be skilled at writing strategies, and also lack of teacher touch in terms of providing various appropriate writing strategies and the last is the use of an inappropriate writing approach.

Another opinion was expressed by Yunus (2014, p. 8) the factors that affect the difficulty in writing include the following:

- a. When a person does not know what he is writing for.
- b. When someone feels not talented in writing.
- c. When someone feels they don't know how to write.

Based on the opinions of the experts above, it can be concluded that the factors that influence writing skills are the lack of understanding of students in developing ideas, lack of ability to think, and less accustomed to communicating in Indonesian, the role of the teacher when students are in writing activities.

2.1.7. Writing Skill Indicator

Sukartiningsih and Malladewi (2013, pp. 1-11) explain that to measure the level of students' ability in learning to write is the assessment criteria based on the following aspects:

- a. Trying to do (write).
- b. Determine the title according to the content written.
- c. Use the EYD spelling.
- d. Use the correct choice of words (diction).
- e. Alignment in content and topic.
- f. Effective sentence writing.
- g. Student creativity (egg writing results are given pictures or simple illustrations).
- h. Telling events coherently and clearly

From the theory above, it can be concluded that the level of students ability following several aspects there are: first trying to do write, determined the title according the content written, used the , used the correct choice of words, alignment in content and topic, effective sentence writing, student creativity, and the last is telling events coherently and clearly.

Furthermore, Cahyani (2010, p. 128) states that to write one must have thefollowing criteria:

- a. Using orthography correctly, including here the use of spelling.
- b. Choose the right words.
- c. Use the correct tenses.

- d. Sort the words correctly.
- e. Use a sentence structure that is precise and clear to the reader.
- f. Choose the right writing genre, according to the intended reader.
- g. Make the main ideas or information clearly supported by additional ideas or information.
- h. Striving for the creation of coherent paragraphs and overall writing, so that readers can easily follow the line of thought or information presented.
- i. The maker guesses how much knowledge the target reader has about the subject being written and makes assumptions about things they don't know and are important to write about.

In line with this, Jacobs, et al. (in Hariani, 2013:5) argues that to measure the level of students' ability in learning to write is the assessment criteria based on the following aspects:

- a. Ability to determine essay ideas.
- b. Ability to organize the contents of the essay.
- c. Ability to use vocabulary choices.
- d. Ability to use language.
- e. Ability to use spelling and grammar.

Furthermore, the researchers can conclude that the indicators of writing are the ability to determine essay ideas, the ability to organize content of the essay ability to use vocabulary choices, ability use the language, ability spelling use of grammar, use of appropriate language structures and use of spelling and writing properly and correctly.

2.2. Recount Text

2.2.1. The Definition of Recount Text

One type of text studied by students in high school is experiential text. Recount text is a type of text that retells past events. Anderson as cited in Husna (2019, p.55) explained that a recount text is part of the text that describes past events, usually in the order in which something happened textual resort is a type of text that tells the reader what happened in the past. The author must organize all events on recount text harmoniously the characteristics of recount text can be found in the order of an event based on the past which is written chronologically. The purpose of this text is to give the reader an idea of an event. While the generalpurpose of the text is to inform and entertain. In other words, recount text is one type of text that retells some events in the past, which aims to inform and entertain the reader. Recount text includes eyewitness testimony, newspaper reports, letters,conversations, television interviews, and speeches.

2.2.2. Kinds of Recount Text

Hyland (2000, p.10) state that recount texts are classified into three parts, namely personal stories, factual recounts, and imaginative recounts. Pradiyono (2007, p.21) The types of recount texts are described as follows:

a. Personal Recount

Personal recount is a text that tells events based on the author's experience so that the author is directly involved. In this case, the author is actively involved in the activities that occur in the event. Personal recounts are made to inform and entertain readers.

b. Factual Recount

A factual recount is a list of records of a particular event. The use of factual recounts is to retell certain events or events, such as accident reports, eyewitnesses, scientific experiences, historical events, and newspaper reports. The purpose of factual recounts is only to inform the reader about what happened in the past.

c. Imaginative Recount

Imaginative recount is a text that retells an imaginative story through the eyes of a fictional character. This means that the events in the text do not actually occur in real life. Its purpose is simply to entertain.

From the three types of recount texts namely personal recount where this text recounts events based on the authors experience, while formulation calculations are texts that retell the experiences or events of the author and finally imaginative calculations, namely texts that retell the authors experience but the incident did not really happen, So the researcher will choose personal recount because this type of writer is actively involved in activities and then personal recount is made to inform and entertain readers.

2.2.3. Generic Structures of Recount Text

The process of making an effective recount text requires standards to guide a writer to make good writing. Recount text has several important characteristics, where the generic structure of recount text consists of

orientation, sequence of events, and reorientation. Council (2008, p.6)

a. Orientation

Orientation is the main part of the recount text that explains to the reader who was involved, what happened, where the event occurred, and when the event occurred. Orientation provides background information so that the reader understands the text and recognizes the setting of the scene and the context contained in the text.

b. Sequence of events

Events are the main activities that occur in the story text. In writing recount text, events are ordered in chronological order. Sometimes, additional details are added to the text to provide some information for the reader.

c. Reorientation

Reorientation is a closing statement that includes elaboration. Some recount texts usually have a closing paragraph. In the closing paragraph, the author can provide his personal comments or statements, but this is optional.

2.2.4. Language Feature of Recount Text

Deriwianka (2003, p.34) recount text has several linguistic characteristics, namely as follows:

- a. It is usually written in the past tense as well as using simple present

tense. in addition, the recount text telling is accompanied by informal anecdotes.

- b. The words in the text show the sequence of events (then, next, first, after, before, finally, and next).
- c. Recount subjects tend to focus on individuals or groups of participants (third person: they all scream, he crawls out, I guess like an animal of somekind).
- d. Use first person as involved in the story (first person: I'm on my way to school).
- e. Use action and state verbs like adverbs of place and timestamps to indicate actions and event detail information what happened in the story.

2.3. Errors

2.3.1. The Definitions of Errors

Making mistakes is the most natural thing in the world and it's inherent in humans. Dulay (2008, p.139) He said that errors are an obvious deviation from the grammar of adult native speakers, reflecting the learner's interlanguage competence. Brown (2000, p.70) Meanwhile, according to Corder (200, p.60) errors that occur between students provide evidence that the language system they have learned is already at a certain point, even though the narrative system is not correct. Brown adds that mistakes are obvious deviations from native speaker grammar, reflecting learner competence. (Dulay, 2008, p.217)

Based on the explanation above, the researcher concludes that errors are temporary obstacles or imperfections of the learner in the process of using

language. Error is a lack of student competence, meaning that students do not know about language knowledge at all because they have not mastered it so they cannot self-correct.

2.3.2. Types of Errors

Errors were categorized into six different categories (Dulay, 2008, p.213) namely omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of incorrect tenses, use of two or more forms interchangeably, and errors. Then, Brown (2007, p. 27) proposed five categories of errors which include, grammatical errors (adjectives, adverbs, articles, nouns, possessions, pronouns, prepositions, and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (formation of words and words). selection), syntax errors (coordination/subordination, sentence structure and order), and semantic errors (ambiguous communication and miscommunication).

Camerron (2011, p.10) said that all errors are classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structures, punctuation marks, run-ons and fragments. In line with the opinion above, Runkati (2009, p.34) added the categories of errors found based on the research she conducted, namely into two main types:

- a. The first type deals with errors at the sentential level which are fragments, run-on, subject-verb agreement, word order, tenses, capitalization, and punctuation.
- b. The second type is errors at the word level, such as articles, prepositions, choice of words, nouns, and numbers.

Corder (2000, p.65) with his opinion explains that errors are divided into four categories, namely:

a. Omission

Omission errors are characterized by the absence of items that must appear in a well-formed utterance. The example: (It **use** by us to fulfill daily needs) the sentence is incorrect, there is no 'is' between 'it' and 'use', so the correct sentence is (It is used by us to fulfill daily needs).

b. Addition

Additional errors are items that do not have to appear in well-formed utterances. The example: (Dion wants either to go by train or **by** plane) the sentence is incorrect should say 'by plane' nothing, so the correct sentence is (Dion wants either to go by train or plane).

c. Selection

Selection error is a situation where the learner makes mistakes in pronunciation, morphology, syntax, and vocabulary due to the wrong selection of phonemes, morphemes, structures, or vocabulary items. The example: (I also have a female cousin who since childhood **have** stayed with us) the sentence is incorrect in the sentence the verb used is 'have' what should be used is the singular form of the verb 'has' because the subject referred to is a female cousin, so the correct sentence is (I also have a female cousin who since childhood **has** stayed with us)

d. Ordering

Wrong ordering errors are characterized by the incorrect placement of

morphemes or groups of morphemes in an utterance.

The example: (I like drinks is a drink that cold) the sentences is incorrect the arrangement of the phrase which is the object of sentences, so the correct sentences is (I like cold drinks, or I like drinks which are cold)

The research that will be conducted by the researcher focuses on errors in English sentences, analysis of errors found at the sentence level and the adopted word level. The sentential level errors referred to include fragments, subject-verb agreement, word order, tenses, capitalization, and punctuation. Other mistakes related to word level are articles, prepositions, choice of words, nouns, pronouns, and verbs. This research is supported by Ellis's opinion that classifying errors in this way can help us to diagnose learning problems of students at each stage of their development and to plan how the pattern of errors changes over time.

2.3.3. The Cause of Errors

There are several factors that can cause an error. Nourish (2002, p.47) there are three main causes of error, namely transfer of error, analogy error and teaching induced error.

- a. Transfer of Error is the effect of one language on learning another language.
- b. Positive transfer occurs when the mother tongue and English have the same form or linguistic characteristics. This, makes learning easier and does not produce errors.

- c. The Analogy Error is a comparison between two objects, or a system of objects, highlighting things that are considered similar.

Hubburd (2001, p.21) through his research found that the causes of errors were divided into three types, namely, mother tongue interference, over-generalization and errors driven by material and teaching methods. Based on other studies, Penny suggested that there are two main sources of error, namely, interlingual transfers and intralingual transfers.

Based on the opinions of the experts above regarding errors, the researcher concludes that there are two main sources of errors in second language learning. The first source is interference from the mother tongue while the second source, can be related to intralingual and developmental factors. With the mother tongue the learner plays an important role in learning the second language.

Errors that occur due to the influence of the mother tongue are called interlanguage errors. Errors between languages are also called transfer errors or interference. Intralingual and developmental errors are caused by second/target language difficulties. Intralingual and developmental factors include the following:

- a. Simplification, namely students often choose simple shapes and constructions over more complex ones. An example of simplification might involve using the simple present instead of the present perfect continuous (Hedge, 2002, p.13).
- b. Overgeneralization, namely the use of one form or construction in one context and extending its application to other contexts where it should not

apply. Examples of overgeneralization include the use of *corned* and *good* as the past tense of *corner* and *go* and the omission of the third-person singular *s* under the heavy stress of all other endless forms as in *let go*. (Hedge, 2002, p.13).

- c. Hypercorrection is an enthusiastic teacher's effort in correcting student errors causing students to make mistakes in the correct form. (Hedge, 2002, p.13).
- d. Faulty teaching, which is where student errors are caused by the teacher providing teaching materials or the order of presentation is not appropriate. This factor is closely related to the above hypercorrection. (Hedge, 2002, p.14).
- e. Fossilization, meaning that some errors, especially errors in pronunciation, persist for a long time and become very difficult to remove. (Hedge, 2002, p.14).
- f. Avoidance, this is related to the difficult syntactic structure to be produced by some students. As a result, students avoid this structure and use a simpler structure. ESL Arabic learners avoid passive voice while Japanese learners avoid relativization in English. (Hedge, 2002, p.14).
- g. Inadequate learning, this is usually caused by ignorance of the limits of the rules or differences and incomplete learning. An example is the omission of the third-person singulars as in: *He wants*. (Hedge, 2002, p.14).
- h. False concept hypothesis, many of the learner's errors can be attributed to the wrong hypothesis formed by this learner about the target language.

For example, some students think that "it" is a marker of the present tense and a marker of the past tense. (Hedge, 2002, p.15).

2.4. Previous Related Research

Actually, there are many research that similar with this research. The first previous study was conducted by Siti Rahma Sari (2018) entitled *An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of Sekolah Menengah Pertama Negeri 6 Kotabumi Academic Year 2017/2018*. The objective of her research was to analyze the students' error in writing recount text and to know the highest frequency of the student's types of error made by Eight Grade of Sekolah Menengah Pertama Negeri 6 Kotabumi. The Errors Classification in her research covers error in Article, Selection, Omission, Addition, and Ordering.

The second previous study was conducted by Nurwahid (2020) which the title is *Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus*. The objective of his study was to analyze the common error on students' writing made by the second-grade students of Junior High School. He used Betty Schramper Azzar's Errors Classification to analyze the students' errors.

The third previous study Nurma (2016) was *An Analysis of The Second Grade Students' Grammatical Errors in Writing* written by Roghibah at SMP YMJ Tangerang Selatan. Her study was to analyze and to classify the types of students' grammatical errors in writing. Besides, the purpose of the study was to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph. The Grammatical Error covered into six areas, namely: Tense,

Subject Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which adapted from Azar's Grammatical Error theory.

From related previous related above. There are many the research that related with this research. The purpose of related previous research is to make the researcher can more easier to make this research, the researcher will do the research at the tertiary level, and also the researcher hope this research can useful for the next research. There are several differences from these studies, for example from the different places, methods and results of each study. From this study, researchers found several errors such as Omission, Addition, Selection and Ordering.