

**STUDENTS' ERRORS IN USING LEXICOGRAMMATICAL FEATURES  
IN WRITING RECOUNT TEXT**

**(A Study at the X Grade Students of SMA Negeri 4 Padangsidempuan  
2016/2017 Academic Year)**

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**Abstract**

The objectives of this research are to know the students' errors in using lexicogrammatical features in writing recount text at tenth grade students of SMA Negeri 4 Padangsidempuan and to know why the students made errors in using lexico grammatical features in writing recount text and to know how the efforts done by the English teacher to overcome difficulties of students in using lexicogrammatical features in writing recount text. The informants of this research are six students from X-4 class. The method which is used in this research is descriptive analysis. Firstly, students were given test which had to choose one of the topics, the students wrote a recount text based on the topics chosen and the writer collected their papers then analyzed it. The result of this research is finding errors in proper noun, pronoun, past tense, adjective, action verbs, conjunction and time connective then adverb. But, the most common errors which found is are using past tense, using pronoun and using adjective (adjective order). The causes of students' errors in using lexicogrammatical features in writing recount text is carelessness (lack motivation), first language interference and translation (word by word) and the efforts of English teacher to overcome the difficulties in using lexicogrammatical features in writing recount text is by doing repetition in teaching recount text especially lexicogrammatical feature, using demonstration method, using media, and the last is always giving task and homework at the end of every meet.

**Keywords :** *Error Analysis, Recount Text, Lexicogrammatical Features, Writing.*

**Abstrak**

*Penelitian ini bertujuan untuk mengetahui kesalahan siswa dalam menggunakan fitur leksikogrammatik dalam menulis teks recount pada siswa kelas X SMA Negeri 4 Padangsidempuan dan untuk mengetahui mengapa siswa membuat kesalahan dalam menggunakan fitur lexicogrammatical dalam menulis teks recount dan untuk mengetahui bagaimana upaya yang dilakukan oleh guru bahasa Inggris untuk mengatasi kesulitan siswa dalam menggunakan fitur lexicogrammatical dalam menulis teks recount. Informan penelitian ini adalah*

enam siswa dari kelas X-4. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif. Pertama, siswa diberi tes yang harus memilih salah satu topik, siswa menulis teks recount berdasarkan topik yang dipilih dan penulis mengumpulkan kertas mereka kemudian menganalisisnya. Hasil dari penelitian ini adalah menemukan kesalahan dalam kata benda, kata benda, past tense, kata kerja, verba aksi, konjungsi, dan waktu konektif kemudian kata keterangan. Tapi, kesalahan paling umum yang ditemukan adalah menggunakan bentuk lampau, menggunakan kata ganti dan menggunakan kata sifat (kata sifat). Penyebab kesalahan siswa dalam menggunakan fitur lexicogrammatical dalam menulis teks recount adalah kecerobohan (kurangnya motivasi), gangguan bahasa pertama dan terjemahan (kata demi kata) dan upaya guru bahasa Inggris untuk mengatasi kesulitan dalam menggunakan fitur lexicogrammatical dalam menulis teks recount adalah dengan melakukan pengulangan dalam mengajar teks recount terutama fitur lexicogrammatical, menggunakan metode demonstrasi, menggunakan media, dan yang terakhir selalu memberikan tugas dan pekerjaan rumah pada setiap akhir pertemuan.

**Kata Kunci:** Analisis Kesalahan, Teks Recount, Fitur Leksikogrammatik, Menulis

## A. INTRODUCTION

Writing is one of the skills in English. Writing becomes one of the difficult skills among the four skills in English is writing. The reasons are surely writing is not like listening and speaking, writing is not easy as student think, students should use correct grammar structure, correct diction, chronologies, and so forth. Students express their feeling, thinking, share opinion or ideas and state willingness by writing.

Based on *KTSP* the tenth grade students have to learn some materials in writing such as recount text and narrative text. Actually, there are some kinds of text in English especially in writing. It is called Genre. They are recount text, narrative text, descriptive text, report text and so forth. The writer chooses recount text because the it is very close with students' daily life so it makes them easy to write.

Recount is one of the text which aims to tell or amuse the readers what happen in writer's experiences. The generic structure of recount text are orientation, events, and reorientation. Besides, one thing which is the most important part in recount is the lexicogrammatical features. It will be an essential part of the text from others, such as using past tense, time connective, conjunction, punctuation, adverbs, using noun and so forth. Those are which will be analyzed by the writer. In teaching writing often call lexicogrammatical features or language features.

Besed on the the interview to an English teacher of tenth grade of SMA Negeri 4 Padangsidempuan, the writer got information that most of the students still got difficulties in mastering the language skills especilly in writing.

Clearly seen that from one of the cases above most of students especially in senior high school find difficulties in writing text. Most of the students had problems in writing a recount text when they had to concern with the text

organization and the lexicogrammatical features because of their limited mastery. The students were confused of how to write a recount text correctly. In the end, the students wrote the text, the errors occurred in the text organization and lexicogrammatical features. Students cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feeling or messages. Besides, by making errors, students will build their new knowledge.

Errors usually occur in the productive skills, writing and speaking but to analyze errors in productive skills in short time is not easy. It takes time, money and requires a high ability of an analysis. Therefore, the writer decided to analyze only the students' errors in using lexicogrammatical features in writing recount text. The writer chooses the students of grade tenth as the subject of the research because they are expected to make writing which are correct in grammar, vocabulary, mechanic, style and organization (form). So, it is important to know whether the students make lexicogrammatical features errors or not and what kind of error that students make. The errors that will be analyzed are proper noun, pronoun, past tense, adjective, action verbs, conjunction and time connective and adverbs. In this research the writer answered the three focus of the research which are what are the students' lexicogrammatical features errors in writing recount text at tenth grade of SMA Negeri 4 Padangsidempuan? why are the students made errors in using lexicogrammatical features in writing recount text? and how are the efforts done by the English teachers to overcome difficulties of students in using lexicogrammatical features in writing recount text.

## B. REVIEW OF RELATED FINDINGS

### 1. Error Analysis

In language learning, errors have been inevitably produced. Students make errors in the process of constructing a new system of the language they are acquiring. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid.

The Error is natural for the students in learning the second language, because English is the second language for them. There are many definitions of error. Some experts give their opinions about error. First, Norrish (1983:7) "An error is a systematic deviation that happens when a learner has not learnt something and consistently gets it wrong."

Second, according to Fauziati, *et al.*, (2013:27) "Errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at a given stage of learning." In addition, Errors are typically produced by learners who do not yet fully command some institutionalized language system, they arise due to the imperfect competence in the target language.

### 1. Writing

Writing is one of language skills which has been taught from primary school to senior high schools. Moreover, it has also 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 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.

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 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 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. According to Hylland (2003: 16) "Writing is one of important skill that second language student need to develop and the ability to teach writing is central to expertise of a well-trained language teacher." It means that writing is central to the expertise that important for trained language teacher and writing also saying with write of writer to reader in asking fell and some experience. According to Taylor and Frances (2009: 113) "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading."

## 2. Recount Text

Based on School-Based Curriculum or *KTSP*, there are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so closed to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly.

According to Djuharie (2007: 44) "Recount text is a kind of text which is content tells an event, happened or activity which is happened to someone or someone's experience. According to Pardiyono (2007: 94) "Recount text is a kind of text to tell activity or event in past time which the main purpose only to give information to the reader. Similarly, Kurniawan *et al.*, (2010: 40) stated that recount text is a text which explains or informs about an event or occurrence which happened in the past time with the purpose to give information or amusement. The generic structure of recount text is orientation, events and reorientation. There also the social function of recount text. According to Iwuk (2007: 63) "Recount text is to retell sequence of events in past time. Furthermore, Anderson (2003: 24) says, "Social function of recount text is to provide the audience with a description of the events occurred and when it occurred."

## 3. Lexicogrammatical Features

### a. Proper Nouns

A proper noun functions exactly the same way a common noun does, in that it is a person, place, thing, or idea. However, this proper noun is capitalized. Proper nouns include the days of a week, the months of the year, towns, cities, streets, states, countries, and brands.

## b. Pronoun

A pronoun is a word that takes the place of a noun, noun phrase, or noun clause. The pronoun is one of the traditional part of speech. A pronoun can function as subject, object or complement in a sentence. Unlike nouns, pronoun rarely allow modification. Pronoun are a closed word class in English. There are several pronouns which often found in recount text : Personal pronoun, possessive pronoun, reflexive pronoun, etc. Common pronouns are: I, me, you, he, him, she, her, they, them, mine, yours, his, hers, and theirs. One of their function is to save repeating nouns.

## c. Simple Past Tense

Simple past tense is a tense to show an activity has done at the past time. According to Lester (2009: 134) "The past tense is used to refer to events that were completed in the past. While Burton *et al.*, (2010: 133) said that the simple past tense is used for completed action that happened at one specific time in the past.

The form of past tense:

Nominal form

SUBJECT + TO BE (WAS/WERE) + COMPLEMENT
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Example :

I was a student two years ago  
 We were children ten years ago  
 She was there five minutes ago

Verbal form

SUBJECT + VERB 2 + COMPLEMENT
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Example :

My mother went to supermarket yesterday  
 Susi washed dishes this noon  
 We studied English last week

## d. Adjective

An adjective is a word or phrase that is used to modify a noun or pronoun.

For example :

The snake is long and green

In this example, *long* and *green* are adjectives because they modify the noun *snake*.

The baseball team is *good*

In this example, *baseball* modifier *team*. However, *baseball* is not an adjective because it is not predicative of the noun. *Good* is the only adjective in the sentence.

## e. Action verbs

Action verb is a word that show that someone or something is doing.

For example:

Mary sleeps on the couch  
I go to the beach

f. Conjunction and time connective

Conjunction are linking word which join groups of words and sentences. If the students do not use enough of them, the sentence will seem abrupt. Many common conjunction, they are *and, after, after that, because, or, for, but, etc.* Here are some example of conjunction:

He felt motivated *because* his result had improved.  
I was tired *but* I continued to work and I started to make mistakes.  
However, lesson will resume tomorrow.

g. Adverbs

Adverbs modify verbs, adjective, other adverbs, and even whole clauses. Adverbs can tell us how something is done, when it is done and where it is done. Example of some common adverbs are: really, quickly, especially, early, well, immediately, yesterday.

## C. RESEARCH METHOD

The kinds of method which is used in this research is descriptive analysis way to describe and to interpret the result of qualitative data. The location of this research is in SMA Negeri 4 Padangsidempuan and the informant of this research is divided into two they are the class of X-4 which focus on five students only and the English teacher of SMA Negeri 4 Padangsidempuan.

To answer the first focus of this research which is what are the students' lexicogrammatical features errors in writing recount text is by using test. The students choose one of the three topics given after that the writer collected their papers then analyzed it. For answering the second focus of this research which is why are the the students made errors in using lexicogrammatical features in writing recount text is by using interview. The total questions is ten for the students. The last for the third focus of this research which is how are the efforts done by the English teachers to overcome difficulties of students in using lexicogrammatical features in writing recount text the writer uses interview. The total interview for the English teacher is five.

## D. FINDINGS AND DISCUSSIONS

### A. FINDINGS

There are five result of the informants test. As follows:

#### 1. Riskon Nadia Putri

Based on the test result of Riskon Nadia Putri, the writer has analyzed the text and found the errors. It can be drawn with the table below:

**Table 1**  
**The Test Result of Riskon Nadia Putri**

<b>Lexicogrammatical Features</b>	<b>Errors Description from the Text</b>	<b>Correction</b>
Proper Noun	Dictionary language Jerman	<b>Jerman</b> Dictionary
Pronoun	In house my to help my mother cooking ..., ... my some times more for watching ...	In <b>my</b> house/home, I helped <b>my</b> mother,such cooking, ... ... I was watching ...
Past Tense	... if I tired I'm working... In house my to help my mother ... This is my active during holiday ...	In my house/home I <b>helped</b> my mother... This <b>was</b> my activity during holiday
Adjective	-	-
Action Verbs	I didn't where's ...	I didn't <b>go</b> anywhere ...
Conjunction and Time Connective	-	-
Adverb	... during two week In house ...	... during two weeks At home ...

Based on the analysis above, the writer gave score for writing test from grammar her score is 2 (*Error of grammar or word order very frequent; reader often has to rely on own interpretation, see page 25, The Criteria of Scoring Writing Test*). In Vocabulary her score is 2 (*Vocabulary so limited and so frequently misused that readers must often rely on own interpretation, see page 25, The Criteria of Scoring Writing Test*). In mechanic, her score is 2 (*Errors in spelling and punctuation so frequent that readers must often rely on own interpretation see page 26, The Criteria of Scoring Writing Test*). In style, her score is 2 (*Communication often impaired by inappropriate or misused structures or vocabulary items see page 27, The Criteria of Scoring Writing Test*). Last in organization, her score is 3 (*Little or no attempt at connectivity, through reader can deduce some organization see page 27, The Criteria of Scoring Writing Test*). From the explanation above, the writer got the total result of the first informant 11 same with 36,63 and it was categorized "Bad".

**a. Adek Mariana**

Based on the test result of Adek Mariana, the writer has analyzed the text and found the errors. It can be drawn with the table below:

**Table 2**  
**The Test Result of Adek Mariana**

<b>Lexicogrammatical Features</b>	<b>Errors Description from the Text</b>	<b>Correction</b>
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Proper Noun	-	-
Pronoun	-	-
Past Tense	I no have much activity ... I only in the home ... I watch TV lastnight ...  I fried rice and egg This is my activity this is happy holiday ... make heart happy ... and can interval after finished examination one week...	I <b>had</b> no many activities ... I <b>was</b> just at home... I <b>was watching</b> TV lastnight I <b>cooked</b> fried rice and egg This <b>was</b> my activity ... This <b>was</b> happy holiday ... <b>made</b> me happy ... ... and <b>could</b> have free time for a week after examination ...
Adjective	... experience happy ...	... <b>happy experience</b> ...
Action Verbs	... I no have experience happy to tell something ...	... I had no happy experience to <b>tell</b> ...
Conjunction and Time Connective	-	
Adverb	... two week ... in the home	... <b>for two weeks</b> ... <b>at home</b>

Based on the analysis above, the writer gave score for writing test from grammar her score is 2 (*Error of grammar or word order very frequent; reader often has to rely on own interpretation, see page 25, The Criteria of Scoring Writing Test*). In Vocabulary her score is 3 (*Limited vocabulary and frequent errors clearly hinder expression of ideas, see page 25, The Criteria of Scoring Writing Test*). In mechanic, her score is 3 (*Frequent errors in spelling and punctuation; lead sometimes to obscurity, frequent that readers must often rely on own interpretation see page 26, The Criteria of Scoring Writing Test*). In style, her score is 3 (*Structure or vocabulary items sometimes not only inappropriate or misused; little sense of ease of communication see page 27, The Criteria of Scoring Writing Test*). Last in organization, her score is 3 (*Little or no attempt at connectivity, through reader can deduce some organization see page 27, The Criteria of Scoring Writing Test*). From the explanation above, the writer got the total result of the first informant is 14 same with 46,62 and it was categorized "Bad".

## 2. Febiola Anggita Sihombing

Based on the test result of Febiola Anggita Sihombing, the writer has analyzed the text and found the errors. It could be drawn with the table below:

**Table 3**  
**The Test Result of Febiola Anggita Sihombing**

<b>Lexicogrammatical Features</b>	<b>Errors Description from the Text</b>	<b>Correction</b>
Proper Noun	-	-
Pronoun	... me and a friend began ...	<b>I</b> and <b>my friend</b> began ...
Past Tense	... but my friend come ... I get sick I also feel sad	... but my friend <b>came</b> ... I <b>got</b> sick I also <b>felt</b> sad
Adjective	-	-
Action Verbs	-	-
Conjunction and Time Connective	-	-
Adverb	Holiday this year unlike year ago ...	Holiday this year unlike <b>some years ago/a year ago/ last year ...</b>

Based on the analysis above, the writer gave score for writing test from grammar her score is 3 (*Errors of grammar or word order frequent; effort of interpretation sometimes require on reader's part see page 25, The Criteria of Scoring Writing Test*). In Vocabulary her score is 3 (*Limited vocabulary and frequent errors clearly hinder expression of ideas, see page 25, The Criteria of Scoring Writing Test*). In mechanic, her score is 3 (*Frequent errors in spelling and punctuation; lead sometimes to obscurity, frequent that readers must often rely on own interpretation see page 26, The Criteria of Scoring Writing Test*). In style, her score is 3 (*Structure or vocabulary items sometimes not only inappropriate or misused; little sense of ease of communication see page 27, The Criteria of Scoring Writing Test*). Last in organization, her score is 3 (*Little or no attempt at connectivity, through reader can deduce some organization see page 27, The Criteria of Scoring Writing Test*). From the explanation above, the writer got the total result of the first informant is 15 same with 49,95 and it was categorized "Bad".

### **3. Irfan Luthfi**

Based on the test result of Irfan Luthfi, the writer has analyzed the text and found the errors. It could be drawn with the table below:

**Table 4**  
**The Test Result of Irfan Luthfi**

<b>Lexicogrammatical Features</b>	<b>Errors Description from the Text</b>	<b>Correction</b>
Proper Noun	Vocation	Vacation

Pronoun	-	-
Past Tense	I invited by my uncle That is where I feel very tired	I <b>was invited</b> by my uncle That <b>was</b> where I feel very tired
Adjective	not bads	not bad
Action Verbs	I invited by my uncle to drove a motocyple	I invited by my uncle to <b>drive</b> a motocyple
Conjunction and Time Connective	-	-
Adverb	at now here and time we also here	right here/right now we were also there

Based on the analysis above, the writer gave score for writing test from grammar her score is 3 (*Errors of grammar or word order frequent; effort of interpretation sometimes require on reader's part see page 25, The Criteria of Scoring Writing Test*). In Vocabulary her score is 3 (*Limited vocabulary and frequent errors clearly hinder expression of ideas, see page 25, The Criteria of Scoring Writing Test*). In mechanic, her score is 3 (*Frequent errors in spelling and punctuation; lead sometimes to obscurity, frequent that readers must often rely on own interpretation see page 26, The Criteria of Scoring Writing Test*). In style, her score is 3 (*Structure or vocabulary items sometimes not only inappropriate or misused; little sense of ease of communication see page 26, The Criteria of Scoring Writing Test*). Last in organization, her score is 4 (*Some lack of organization; re-reading required for clarification of ideas see page 27, The Criteria of Scoring Writing Test*). From the explanation above, the writer got the total result of the first informant is 16 same with 53,28 and it was categorized "Low".

#### 4. Muhammad Udin

Based on the test result of Muhammad Udin, the writer has analyzed the text with table below:

**Table 5**  
**The Test Result of Muhammad Udin**

<b>Lexicogrammatical Features</b>	<b>Errors Description from the Text</b>	<b>Correction</b>
Proper Noun	My family, relatives	My family, I
Pronoun	-	-
Past Tense	Half way we stop for ate lunch.	Half way we <b>stopped</b> for having lunch.
Adjective	-	-

Action Verbs	-	-
Conjunction and Time Connective	And	Finally
Adverb	at 10	at 10.00 o'clock a.m

Based on the analysis above, the writer gave score for writing test from grammar her score is 3 (*Errors of grammar or word order frequent; effort of interpretation sometimes require on reader's part see page 25, The Criteria of Scoring Writing Test*). In Vocabulary her score is 3 (*Limited vocabulary and frequent errors clearly hinder expression of ideas, see page 25, The Criteria of Scoring Writing Test*). In mechanic, her score is 3 (*Frequent errors in spelling and punctuation; lead sometimes to obscurity, frequent that readers must often rely on own interpretation see page 26, The Criteria of Scoring Writing Test*). In style, her score is 3 (*Structure or vocabulary items sometimes not only inappropriate or misused; little sense of ease of communication see page 26, The Criteria of Scoring Writing Test*). Last in organization, her score is 3 (*Little or no attempt at connectivity, through reader can deduce some organization see page 27, The Criteria of Scoring Writing Test*). From the explanation above, the writer got the total result of the first informant is 15 same with 49,95 and it was categorized "Low".

For the causes of students' errors in using lexicogrammatical features is writing recount text the writer analyzed from the whole interview result that there are three causes they are *carelessness* (lack motivation), *first language interference* and *translation* (word by word).

For the efforts of English teacher to overcome the difficulties in using lexicogrammatical features in writing recount text is the teacher often repeat and emphasize the main point or important point of the lesson or the material especially in teaching grammar, such as proper noun, pronoun, past tense, action verb, adjective, conjunction and time connective then adverb so that the students will no understand about the grammar (lexicogrammatical features) in recount text than before. The teacher taught recount text by demonstration method that is by separate the students in some groups. Which example of the text that is based on students' environment. So that they students more easy to understand about teacher's explanation about the material especially lexicogrammatical features in writing recount text. The teacher uses teaching media such infocus to play video about the material and ask students to identify lexicogrammatical features based on the video about recount text. And the last, the English teacher always give homework or task to the students after the teacher taught them about the using of lexicogrammatical features in writing recount text. The teacher also doing remedial for students who didn't get yet about the material and also asked them to study hard in their home about the using lexicogrammatical features especially in writing recount text.

## E. DISCUSSION

In this research, the writer used test to get the data. The interview also conducted by writer to know about the causes of students error in using lexicogrammatical features and also to know the effort of English teacher to overcome students difficulties in using lexicogrammatical features in writing recount text. After conducting the research in SMA Negeri 4 Padangsidimpuan especially in class X-4, the writer concludes that the students error in using lexicogrammatical features in writing recount text can be categorized in "Bad" level.

Based on the result of test given, it is found that most of the students made errors using lexicogrammatical features in writing recount text especially in using past tense, adjective and pronoun. All of participants confused about the formula of past tense, still confused how to order good adjective and where to put subject pronoun, object pronoun, possessive pronoun.

When the writer asked about the causes of students error in using lexicogrammatical features almost all the them answer less vocabulary and do not like about the material and refers to a lazy one, so they are hard to understand about the material especially using of lexicogrammatical features in writing recount text. Almost all of them do not like English, they said that it is very hard to understand.

All of the errors can occurred because they are still poor vocabulary and less comprehension about the lexicogrammatical features especially in recount text. According to Norrish (1983: 21) stated that there are three causes of errors as the explained in chapter II, those are carelessness, first language interference and translation which those are from the learners themselves or the teacher, and the method. It is the same with the result of interviewed that most of students are carelessness means that lack motivation, first language also has a significant effect and last but not least is translation which is most of student do the same thing that is translate with word by word.

To anticipate the learning difficulties, the efforts were the English teacher more often to repeated the lesson especially in using lexicogrammmatical featurea in writing recount text. Then the English teachers asked the students to study hard in their houses especially about the using of lexicogrammatical features in recount text. The English teacher also always to motivated the students and try to use new method in learning process. It is done by teacher to guide the slow learner and the teacher also done to overcome learning difficulties can be through remedial.\

## F. CONCLUSION AND SUGGESTION

### 1. CONCLUSION

Based on the result of this research, the writer would like to describe a conclusion that the tenth grade students of SMA Negeri 4 Padangsidimpuan made many errors in using lexicogrammatical features in writing recount text. The writer found errors in the seventh indicators of lexicogrammatical features they are proper noun, pronoun, past tense, adjective, action verbs, conjunction and time connective then adverb. But, the most common errors which found is are using *past tense*, using *pronoun* and using *adjective* (adjective order).

The causes of students' errors in using lexicogrammatical features in writing recount text is *carelessness* (lack motivation), *first language interference* and *translation* (word by word).

The efforts of English teacher to overcome the difficulties in using lexicogrammatical features in writing recount text is by doing repetition in teaching recount text especially lexicogrammatical feature, using demonstration method, using media, and the last is always giving task and homework in every single meet.

## 2. SUGGESTION

After carried out the research, the writer would like to give some suggestion related to the result of this research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

1. The teacher should have brainstorming as warming-up before she starts teaching learning in classroom in order to make the students happy and relax. It is also can help the students to switch their concentration from the previous class-subject to focus on the material.
2. The teacher should create an impressing teaching writing technique which can catch the students' attention toward English writing activity.
3. The teacher should simplify the explanation without less the substance of material given.
4. The teacher should give feedback toward the students' writing and communicating their progress in writing.
5. Writing is a skill which needs a process and practice. Therefore, the students should practice as often as possible writing started from the simplest one such as writing a daily activity or writing their past experiences.

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