FIRST LANGUAGE INTERFERENCE OF THE TENTH GRADE STUDENTS ON RECOUNT TEXT WRITING IN SMA NEGERI 1 NGADILUWIH

THESIS

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By:

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The thesis is to fulfill the requirement fot the degree of *Sarjana* (S1) in English Department, State Islamic Institute (IAIN) of Kediri.

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Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntutan yang telah diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal ………..2020 kami dapat menerima dan menyetujui hasil perbaikanya.

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MOTTO

~ What is done cannot be undone, but at least one can keep it from happening again ~

(Anne Frank)

DEDICATION

I dedicate this thesis to:

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The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the students, the lecturers and the readers.

Kediri, 5th August 2020

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ABSTRACT

Rahmawati, N. (2020). *First Language Interference of Tenth-Grade Students on Recount Text Writing in SMA Negeri 1 Ngadiluwih.* Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Istitute (IAIN) of Kediri. Advisors: (I) Drs. Agus Edi Winarto, M.Pd., (II) Dewi Nur Suci, M.Pd.

Keywords: *error analysis, first language, interference, recount text, second language acquisition, surface strategy taxonomy*

Writing is considered the most troublesome activity for the students. Indonesian students frequently encounter challenge and difficulties in the process of writing. The situation causes interference of the first language (L1) at the moment of learning the English. It is an aspect that hinders writing skill development. Therefore, this study was conducted to analyze the interference produced by tenth-grade students of SMA Negeri 1 Ngadiluwih in writing English recount text and to explore the causes and sources of the students' interference.

This study used descriptive qualitative to investigate the reality behind phenomenon deeply and descriptively. The instrument of this study is the researcher herself supported by the interview with five students. In Thirty students were asked to write recount text on the topic provided by using Whatsapp, but only fifteen students could finish the writing test. The data were analyzed descriptively by applying Dulay et al. surface strategy taxonomy (1982).

The finding showed that the students contributed the four types of interference in their recount text writing, those were omission (29%), addition (17%), misformation (51%), and misordering (4%).

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